

FOURTH GRADE Mathematics Standards for the Archdiocese of Detroit

		*Provide 3 dates for each standard				
Initial	Date(s)	Operations and Algebraic Thinking				
		. Use the four	. Use the four operations with whole numbers to solve problems.			
		4. OA.A 1	• 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.			
		4. OA.A 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.			
		4.OA.A3	• 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			
		Gain familiarity with factors and multiples				
		4. OA.B 4	 Find all factor pairs for a whole number in the range 1–144. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–144 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–144 is prime or composite. 			
		Generate and Analyze Patterns				
		4.OA.C.5	• Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.			
		Number and Operations in Base Ten				
		Generalize place value understanding for multi-digit whole numbers.				
		4.NBT.A.1	NBT.A.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 $700 \div 70 = 10$ by applying concepts of place value and division			
		4.NBT.A.2	• Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on value of the digits in each place, using >, =, and < symbols to record the results of comparisons			
		4 NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.			
		4.NBT.A.4	4.NBT.A.4 • Read and write numbers to 1,000,000; relate them to the quantities they represent; compare and order			

4.NBT.A.5	• Compose and decompose numbers using place value to 1,000,000; write numbers in expanded notation
Use place v	value understanding and properties of operations to perform multi-digit arithmetic.
4	 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
NBT.B.	
6	
4	• Multiply a whole number of up to four digits by a one-digit whole number,.
NBT.B.	
7	
4NBT.	 Multiply two two-digit numbers, using strategies based on place value and the properties of operations.
B.7a	
4NBT.	• Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models
B.7 b	
4 NBT.	• Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value,
B.8	the properties of operations, and/or the relationship between multiplication and division.
4.NBT.	• Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
B8a	
4.NBT.	• Find all factors of any whole number through 50, list factor pairs, and determine if a one-digit number is a factor of a given whole number
B.9	
4.NBT.	• List the first 12 multiples of a given-one-digit whole number; determine if a whole number is a multiple of a given one-digit whole
B.10	number
4.NBT.	• Know that some numbers have exactly two factors and are called prime numbers. All other numbers are called composite.
B.11	
4.NB1.	• Use factors and multiples to compose and decompose whole numbers
B.12	
4.NB1.	• Add and subtract basic whole numbers fluently(ex 2+2, 8+7, 4+9)
D.13	
Numbers	s and Operations-Fractions
Extend understanding of fraction equivalence and ordering.	

4.NF. A.1	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.			
4.NF. A1a	Recognize and generate equivalent fractions.			
4.NF. A.2	• Compare two fractions with different numerators and different denominators, e.g., by creating common denominators (ex ¼, 3/4) or numerators (ex.3/4, 3/5), or by comparing to a benchmark fraction such as 1/2.			
4.NF. A.2a	• 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, written explanation, or numerical comparison.			
Build fr	eactions from unit fractions			
4.NF. B.3	• Understand a fraction a/b with $a>1$ as a sum of fractions $1/b$ (Clarification below)			
4.NF. B.3a	• Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.			
4.NF. B.3b	• Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.			
4.NF. B.3c	• Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.			
4.NF. B.3d	• 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.			
4.NF. B.4	• Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.			
4.NF. B.4a	• Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.			
4.NF. B.4b	• Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)			
4.NF. B.4c	• Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party,</i>			

	how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?					
Unde	Understand decimal notation for fractions, and compare decimal fractions					
4.NF C.5	4.NF. • 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 $100.^2$ For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.					
4.NF C.6	• Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>					
4.NF C.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, e.g., by using a visual model.					
4.NF C.8	• Multiply and divide decimals up to two decimal places by a one-digit whole number where the result is a terminating decimal					
4.NF C.9	Add and subtract all decimal numbers					
Меа	Measurement and Data					
Solve	e problems involving measurement and conversion of measurements.					
4.MI A.1	O. • Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft rope as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),</i>					
4.MI A.2	 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 					
4.MI A.3	O. • Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>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.</i>					
4.MI A.4	 Measure using common tools and select appropriate units of measure 					
4.MI A.5	Measure and compare integer temperatures in Fahrenheit degrees and Celsius					
4.MI A.6	• Measure surface area of cubes and rectangular prisms by covering and counting area of the faces					

4.MD. A.7	Carry out the following conversions from one unit of measure to a larger or smaller unit of measure; meters to centimeters, hours to minutes				
Represe	nt and interpret data.				
4.MD. B.8	• 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. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>				
Geomet	ric measurement: understand concepts of angle and measure angles.				
4.MD. C.9	• Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:				
4.MD. C.9a	• An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.				
4.MD. C.9b	• An angle that turns through <i>n</i> one-degree angles is said to have an angle measure of <i>n</i> degrees.				
4.MD. C.10	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.				
4.MD. C.11	• Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.				
Geom	etry				
Draw a	nd identify lines and angles, and classify shapes by properties of their lines and angles.				
4.G.A .1	• Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures				
4.G.A .2	• Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.				
4.G.A .3	• Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.				
4.G.A .4	• Identify basic geometric shapes including isosceles, equilateral and right triangles and use their properties to solve problems				

4.G.A .5	• Identify and count the faces, edges and vertices of basic three-dimensional geometric solids including cubes, rectangular prisms, and pyramids; describe the shape of their faces			
4.G.A .6	Recognize rigid motion transformations (flips, slides, turns) of a two-dimensional object			
4.G.A .7	• Identify the radius and diameter of a circle.			
Data	ata and Probability			
Repres	esent and Solve Problems for Given Data			
4.DP.	Construct tables and bar graphs from given data			
A.1				
4.DP.	• Order a given set of data, find the median, mean, mode, and specify the range of values			
A.2				
4.DP.	• Solve problems using data presented in tables and bar graphs (compare data represented in two bar graphs and read bar graphs showing two			
A.3	data sets)			
4.DP. A.4	• Predict the probability of the outcome in a simple event using visual models, ex. Find the probability of a given number when rolling a number cube.			



<u>FOURTH GRADE</u> Reading Standards for the Archdiocese of Detroit

		*Provide 3 dates for each standard			
Initial	Date(s)	LITERATURE			
		Key Ideas and Deta	ils		
		R.L.4.1	• Refer to details and examples in multiple texts when explaining what the text says explicitly and when drawing inferences from		
			the text.		
		R.L.4.2	• Determine themes of stories, dramas, or poems from details in the text; summarize the text.		
		R.L.4.3	• Describe in depth a character, setting, or event in a story or drama, drawing upon specific details in the text (e.g., a character's		
			thoughts, words, or actions).		
		Craft and Structure	Craft and Structure		
		R.L.4.4	• Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found		
			in mythology (e.g., Herculean).		
		R.L.4.5 • Explain major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, r			
			meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a		
		text.			
		R.L.4.6	• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third		
			person narrations.		
		R.L.4.7	• Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world		
			recognized for quality and literary merit.		
		R.L.4.8	• Identify and describe a variety of narrative genre including but not limited to: poetry, myths/legends, fantasy, and adventure.		
		R.L.4.9	Retell and summarize grade level appropriate narrative text.		
		Integration of Knowledge and Ideas			
		R.L.4.10	• Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version		
			reflects specific descriptions and directions in the text.		
		R.L.4.11	• 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.		
		R.L.4.12	• Infer feelings and motivation through dialogue; various character roles and functions (hero, villain, narrator); know first person		
			point of view and conflict/resolution.		
		R.L.4.13	• Explain how authors use literary devices to identify main idea, draw conclusion, depict time, setting, conflicts, and resolutions that		
			enhance the plot and create suspense across a variety of texts.		
		R.L.4.14 • Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and			

	written responses.			
Range of Reading	Range of Reading and Level of Text Complexity			
R.L.4.15	• Read and comprehend literature, including stories, dramas, and poetry, in the fourth grade text level complexity proficiently, with scaffolding as needed.			
INFORMATIONAL	TEXT			
Key Ideas and Det	ails			
R.I.4.1	• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
R.I.4.2	• Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
R.I.4.3	• Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			
R.I.4.4	• Identify and explain the defining characteristics of informational genre (autobiography/biography, personal essay, almanac, newspaper).			
R.I.4.5	• Identify and describe informational text patterns: compare/contrast, position/support, and problem/solution).			
R.I.4.6	Retell and summarize grade level appropriate informational text.			
Craft and Structure	Craft and Structure			
R.I.4.7	• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .			
R.I.4.8	• Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.			
R.I.4.9	• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			
R.I.4.10	• Explain how authors use appendices, headings, subheadings, marginal notes, keys, legends, maps, charts, figures, and bibliographies to enhance understanding of supporting and key ideas in a variety of texts.			
Integration of Kno	Integration of Knowledge and Ideas			
R.I.4.11	• Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.			
R.I.4.12	• Explain how an author uses reasons and evidence to support particular points in a text.			
R.I.4.13	• Integrate information from two texts of the same topic in order to write or speak about the subject knowledgeably.			
R.I.4.14	Apply significant knowledge from what is read in grade level science and social studies texts.			

	Range of Readin	g and Level of Text Complexity			
	• Read and comprehend informational texts, including history/social studies, science, and technical texts in the fourth grade text complexity proficiently, with scaffolding as needed.				
	FOUNDATIONA	FOUNDATIONAL SKILLS			
	Phonics and Wo	Phonics and Word Recognition			
	R.F. 4.1	Know and apply grade-level phonics and word analysis skills in decoding words.			
	R.F. 4.1a	• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
	R.F.4.2	• Explain how to use word structures, sentences, and prediction to aid in decoding words and understanding the meanings of words encountered in text.			
	R.F.4.3	R.F.4.3 • Use structural, semantic, syntactic, and context cues to automatically read frequently encountered words, decode unknown wor and decide meaning including multiple meaning words.			
	R.F.4.4 • Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts: engage actively i reading a variety of genre, self-monitor and correct in narrative and informational texts, use a thesaurus.				
	R.F.4.5 • Determine the meaning of words and phrases in context (similes, metaphors, content vocabulary) using strategies and resourd (context clues, semantic feature analysis, thesaurus, etc.).				
	Fluency				
	R.F.4.6 • Read with sufficient accuracy and fluency to support comprehension				
	R.F.4.6a • Read grade-level text with purpose and understanding.				
	R.F.4.6b	• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.			
	R.F.4.7	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
	 Independently self-monitor comprehension when reading or listening to texts by automatically using and discussing the strate used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing 				
	R.F.4.9	• Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning to unknown words.			
	R.F.4.9a	• Use graphic organizers to deepen the reader's understanding of compare and contrast and sequence organizational patterns.			
	WRITING				
	Text Types and F	Purposes			
	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons			

	and information.
W.4.1a	• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	Provide reasons that are supported by facts and details.
W.4.1c	• Link opinions and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).
W.4.1d	• Provide a concluding statement or section relate to the opinion presented.
W.4.2	• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	• 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.
W.4.2b	• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2c	• Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).
W.4.2d	• Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
W.4.3	• Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
W.4.3a	• Build foundation for the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3b	• Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3c	• Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.4	• Write narrative pieces (journal entry, letter, e-mail) creating relationships among setting, characters, theme, and plot.

W.4.5	• Write stories (character sketch, dialogue) using personification, setting, and actions and thoughts that reveal important character traits.
W.4.6	• Write scenes from a play using personification, setting, and actions and thoughts that reveal important character traits.
W.4.7	• Write persuasive pieces (book review, letter, radio ad) with audience in mind, proper organization, elaboration and clarification.
W.4.8	• Write explanatory writing pieces (directions, point of view, solve a problem) with audience in mind, proper organization, elaboration and clarification.
W.4.9	• Write poetry based on reading a wide variety of grade level appropriate published poetry.
W.4.10	• Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (compare and contrast).
W.4.11	• Write prayers using personal reflection based on scripture readings.
Production and Dis	stribution of Writing
W.4.12	• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.13	• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.14	• With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Research to Build a	and Present Knowledge
W.4.15	• Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.16	• Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources
W.4.17	• Draw evidence from literary or informational texts to support analysis, reflection, and research;
W.4.17a	• Set a purpose, consider audience, and replicate author's style and pattern when writing narrative or informational text.

b •	• Edit and proofread writing using appropriate resources (dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.
c •	• Apply a variety of drafting strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).
d •	• Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.
e	• Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (re-arranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).
of Writing	
• V r c	Write routinely over extended time frames (time for research, reflection, and evision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
iting	
J •	Use cursive writing, legibly and across all content areas.
NG AND LISTENIN	NG
hension and Collo	aboration
• E a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on the others' ideas and expressing their own clearly.
	• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
	• Follow agreed-upon rules for discussions and carry out assigned roles.
	• Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	• Review the key ideas expressed and explain individual ideas and
	b c c d d e of Writing of Writing

		understandings in light of the discussion.
S.L.4	4.2 •	• Paraphrase portions of a text read aloud or information presented in diverse
		media and formats, including visually, quantitatively, and orally.
S.L.4	4.3 •	• Identify the reasons and evidence a speaker provides to support particular points.
S.L.4	4.4 •	• Be aware that language differs from region to region of the country and as a
		function of linguistic and cultural group membership.
S.L.4	4.5 •	• Express ideas using more complex ideas.
S.L.4	4.6 •	• Adjust their use of language to communicate effectively with a variety of
		audiences and for different purposes (community-building,
		appreciation/invitations, cross-curricular discussions).
S.L.4	4.7 •	• Discuss narratives (mystery, myths and legends, tall tales, poetry) conveying the
		story grammar (character's thoughts and motivation, setting, plot, story level
		theme), and explain why the story is worthwhile and how it is relevant to the
		storyteller or the audience.
S.L.4	4.8 •	• Respond to multiple text types by reflecting, making connections, taking a
		position, and sharing understandings.
S.L.4	4.9 •	• Engage in interactive extended discourse to socially construct meaning (book
		clubs, literature circles, partnerships, or other conversation protocols).
S.L.4	4.10 •	• Engage in daily spoken prayers while maintaining appropriate posture, gestures
		and eye contact.
ORA	L PRAYER	
S.L.4	4.10 •	• Engage in daily spoken prayers while maintaining appropriate posture, gestures
		and eye contact.
PRE	SENTATION OF K	NOWLEDGE AND IDEAS
S.L.4	4.11 •	• Report on a topic or text, tell a story, or recount an experience in an organized
		manner, using appropriate facts and relevant, descriptive details to support main
		ideas or themes; speak clearly at an understandable pace.
S.L.4	4.12 •	• Add audio recordings and visual displays to presentations when appropriate to
		enhance the development of main ideas or themes.
S.L.4	4.13	Differentiate between contexts that call for formal English and situations where
		informal discourse is appropriate; use formal English when appropriate to task
		and situation.

S.L.4.14	• Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (descriptive, problem/solution, cause and effect) supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language.
S.L.4.15	• Respond to questions asked of them, providing appropriate elaboration and details.
S.L.4.16	• Summarize the major ideas and evidence presented in spoken messages and formal presentations.
S.L.4.17	• Combine skills to reveal strengthening literacy (viewing then analyzing in writing, listening then giving an opinion orally).
S.L.4.18	• Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding.
S.L.4.19	• Select, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
S.L.4.20	• Listen to or view and discuss a variety of genres and compare their responses to those of their peers.
S.L.4.21	• Recognize and analyze the various roles of the communication process (to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.
S.L.4.22	• Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
S.L.4.23	• Be aware of their role in discerning and reflecting on virtuous listening and viewing habits that are in line with Catholic Social Teaching.
LANGUAGE	
Conventions of Star	ndard English
L.4.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1a	 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1b	• Form and use the progressive verb tenses (I was walking; I am walking; I will be walking).

L.4.1c	 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.1d	• Order adjectives within sentences according to conventional patterns (e.g., a
	small red bag rather than a red small bag).
L.4.1e	 Identify, form, and use prepositional phrases.
L.4.1f	 Produce complete sentences, recognizing and correcting inappropriate
	fragments and run-ons.
L.4.1.g	• Correctly use frequently confused words (e.g., to, too, two; there, their,
	they're).
L.4.1.h	 Identify and use simple and compound sentences.
L.4.1.i	 Identify and use direct and indirect objects.
L.4.1.j	 Identify and use adjectives.
L.4.1.k	 Identify and use adverbs.
L.4.1.l	 Identify and use common and proper nouns as subjects and objects.
L.4.1.m	 Identify and use plural and possessive nouns.
L.4.1.n	 Identify and use pronouns as antecedents.
L.4.1.o	 Identify and use regular and irregular verbs.
L.4.2	• Demonstrate command of the conventions of standard English capitalization,
	punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	 Use commas and quotation marks to mark direct speech and quotations
	from a text.
L.4.2c	 Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	 Spell grade-appropriate words correctly, consulting references as needed.
L.4.2e	Use hyphens between syllables.
L.4.2f	 Use apostrophes in contractions.
L.4.2g	 Use commas in salutations to set off words, phrases.
L.4.2h	 Use quotation marks or italics to identify titles or names.
KNOWLED	GE of LANGUAGE
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading,
	or listening.

L.4.3a	 Choose words and phrases to convey ideas precisely.
L.4.3b	Choose punctuation for effect.
L.4.3c	 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
VOCA	ARY AQUISITIONS AND USE
L.4.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based upon fourth grade reading and content, choosing from a range of strategies.
L.4.4a	• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4b	• Use common, grade appropriate, Greek and Latin affixes and roots as clues to the meaning of a word.
L.4.4c	• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5a	• Explain the meaning of simple similes and metaphors in context.
L.4.5b	• Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5c	• Demonstrate understanding of words by relating them to their synonyms and antonyms.
L.4.6	• Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).



FOURTH GRADE *Reading Standards for the Archdiocese of Detroit*

LITERATURE		
Key Ideas an	d Details	
R.L.4.1	• Refer to details and examples in multiple texts when explaining what the text says	
	explicitly and when drawing inferences from the text.	
R.L.4.2	• Determine themes of stories, dramas, or poems from details in the text;	
	summarize the text.	
R.L.4.3	• Describe in depth a character, setting, or event in a story or drama, drawing upon	
	specific details in the text (e.g., a character's thoughts, words, or actions).	
Craft and Str	ucture	
R.L.4.4	• Determine the meaning of words and phrases as they are used in a text, including	
	those that allude to significant characters found in mythology (e.g., Herculean).	
R.L.4.5	• Explain major differences between poems, dramas, and prose, and refer to the	
	structural elements of poems (e.g., verse, rhythm, meter) and dramas (e.g., casts	
	of characters, settings, descriptions, dialogue, stage directions) when writing or	
	speaking about a text.	
R.L.4.6	• Compare and contrast the point of view from which different stories are narrated,	
	including the difference between first- and third person narrations.	
R.L.4.7	• Describe and discuss the shared human experience depicted in classic and	
	contemporary literature from around the world recognized for quality and literary	
	merit.	
R.L.4.8	• Identify and describe a variety of narrative genre including but not limited to:	
	poetry, myths/legends, fantasy, and adventure.	
R.L.4.9	Retell and summarize grade level appropriate narrative text.	
Integration of	f Knowledge and Ideas	
R.L.4.10	• Make connections between the text of a story or drama and a visual or oral	
	presentation of the text, identifying where each version reflects specific	
	descriptions and directions in the text.	
R.L.4.11	• 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.	
R.L.4.12	• Infer feelings and motivation through dialogue; various character roles and	
	functions (hero, villain, narrator); know first person point of view and	
	conflict/resolution.	
R.L.4.13	• Explain how authors use literary devices to identify main idea, draw conclusion,	
	depict time, setting, conflicts, and resolutions that enhance the plot and create	
	suspense across a variety of texts.	
R.L.4.14	• Connect personal knowledge, experience, and understanding of the world to	
	themes and perspectives in text through oral and written responses.	
Range of Rec	ading and Level of Text Complexity	
R.L.4.15	• Read and comprehend literature, including stories, dramas, and poetry, in the	
	tourth grade text level complexity proficiently, with scaffolding as needed.	
INFORMATIONAL TEXT		
Key Ideas and Details		

R.I.4.1	• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
R.I.4.2	 Determine the main idea of a text and explain how it is supported by key details; summarize the text. 	
R.I.4.3	 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	
R.I.4.4	• Identify and explain the defining characteristics of informational genre (autobiography/biography, personal essay, almanac, newspaper).	
R.I.4.5	• Identify and describe informational text patterns: compare/contrast, position/support, and problem/solution).	
R.I.4.6	• Retell and summarize grade level appropriate informational text.	
Craft and Str	ucture	
R.I.4.7	• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	
R.I.4.8	• Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
R.I.4.9	• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
R.I.4.10	• Explain how authors use appendices, headings, subheadings, marginal notes, keys, legends, maps, charts, figures, and bibliographies to enhance understanding of supporting and key ideas in a variety of texts.	
Integration o	f Knowledge and Ideas	
R.I.4.11	• Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	
R.I.4.12	• Explain how an author uses reasons and evidence to support particular points in a text.	
R.I.4.13	• Integrate information from two texts of the same topic in order to write or speak about the subject knowledgeably.	
R.I.4.14	• Apply significant knowledge from what is read in grade level science and social studies texts.	
Range of Reading and Level of Text Complexity		
R.I.4.10	• Read and comprehend informational texts, including history/social studies, science, and technical texts in the fourth grade text complexity proficiently, with scaffolding as needed.	
FOUNDATIONAL SKILLS		
Phonics and	Word Recognition	
R.F. 4.1	• Know and apply grade-level phonics and word analysis skills in decoding words.	
R.F. 4.1a	• Use combined knowledge of all letter-sound correspondences, syllabication	

	patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
	Explain how to use word structures, sentences, and prediction to aid in decoding
N.F. 4. 2	 Explain now to use word structures, sentences, and prediction to aid in decoding words and understanding the meanings of words encountered in text.
R.F.4.3	• Use structural, semantic, syntactic, and context cues to automatically read
	frequently encountered words, decode unknown words, and decide meaning
	including multiple meaning words.
R.F.4.4	• Acquire and apply strategies to construct meaning, self-monitor, and identify
	unknown words or word parts: engage actively in reading a variety of genre, self-
	monitor and correct in narrative and informational texts, use a thesaurus.
R.F.4.5	• Determine the meaning of words and phrases in context (similes, metaphors,
	content vocabulary) using strategies and resources (context clues, semantic
	feature analysis, thesaurus, etc.).
Fluency	
R.F.4.6	Read with sufficient accuracy and fluency to support comprehension
R.F.4.6a	Read grade-level text with purpose and understanding.
R.F.4.6b	• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
R.F.4.7	• Use context to confirm or self-correct word recognition and understanding,
	rereading as necessary.
R.F.4.8	• Independently self-monitor comprehension when reading or listening to texts by
	automatically using and discussing the strategies used by mature readers to
	increase comprehension and engage in interpretive discussions: predicting,
	constructing mental images, representing ideas in text, questioning, rereading or
	listening again, inferring, summarizing
R.F.4.9	• Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct
	and convey meaning to unknown words.
R.F.4.9a	• Use graphic organizers to deepen the reader's understanding of compare and
	contrast and sequence organizational patterns.
WRITING	
Text Types a	nd Purposes
W.4.1	• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1a	• Introduce a topic or text clearly, state an opinion, and create an organizational
	structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	• Provide reasons that are supported by facts and details.
W.4.1c	• Link opinions and reasons using words and phrases (e.g., for instance, in
	order to, in addition).
W.4.1d	• Provide a concluding statement or section relate to the opinion presented.
W.4.2	• Write informative/explanatory texts to examine a topic and convey ideas and
	information clearly.
W.4.2a	• 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.
W.4.2b	• Develop the topic with facts, definitions, concrete details, quotations, or other

	information and examples related to the topic.
W.4.2c	• Link ideas within categories of information using words and phrases (e.g.,
	another, for example, also, because).
W.4.2d	• Use precise language and domain-specific vocabulary to inform about or
	explain the topic. Provide a concluding statement or section related to the
	information or explanation presented.
W.4.3	• Write narratives to develop real or imagined experiences or events using effective
	techniques, descriptive details, and clear event sequences.
W.4.3a	• Build foundation for the audience by establishing a situation and introducing
	a narrator and/or characters; organize an event sequence that unfolds
	naturally.
W.4.3b	• Use dialogue and description to develop experiences and events or show the
	responses of characters to situations.
W.4.3c	• Use a variety of transitional words and phrases to manage the sequence of
	events.
W.4.3d	• Use concrete words and phrases and sensory details to convey experiences
	and events precisely.
W.4.4	• Write narrative pieces (journal entry, letter, e-mail) creating relationships among
14/ A F	setting, characters, theme, and plot.
vv.4.5	• Write stories (character sketch, dialogue) using personification, setting, and
	Write seenes from a play using personification, setting, and actions and thoughts
vv.4.0	• Write scenes from a play using personnication, setting, and actions and moughts that reveal important character traits
W/ / 7	 Write persuasive pieces (book review letter radio ad) with audience in mind
vv. 4 ./	• write persuasive pieces (book review, letter, radio ad) with addrence in mind, proper organization, elaboration and clarification
W.4.8	 Write explanatory writing pieces (directions, point of view, solve a problem) with
	audience in mind, proper organization, elaboration and clarification.
W.4.9	• Write poetry based on reading a wide variety of grade level appropriate published
	poetry.
W.4.10	• Write a comparative piece to demonstrate understanding of central ideas and
	supporting ideas using an effective organizational pattern (compare and contrast).
W.4.11	• Write prayers using personal reflection based on scripture readings.
Production a	nd Distribution of Writing
W.4.12	• Produce clear and coherent writing in which the development and organization
	are appropriate to task, purpose, and audience.
W.4.13	• With guidance and support from peers and adults, develop and strengthen writing
	as needed by planning, revising, and editing.
W.4.14	• With some guidance and support from adults, use technology, including the
	Internet, to produce and publish writing as well as to interact and collaborate with
	others; demonstrate sufficient command of keyboarding skills to type a minimum
	ot one page in a single sitting.
Research to	Build and Present Knowledge
W.4.15	• Conduct short research projects that build knowledge through investigation of
	different aspects of a topic.
W.4.16	Recall relevant information from experiences or gather relevant information from

	print and digital sources; take notes and categorize information, and provide a list of sources
W.4.17	 Draw evidence from literary or informational texts to support analysis, reflection, and research;
W.4.17a	• Set a purpose, consider audience, and replicate author's style and pattern when writing narrative or informational text.
W.4.17b	• Edit and proofread writing using appropriate resources (dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.
W.4.17c	• Apply a variety of drafting strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).
W.4.17d	• Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.
W.4.17e	• Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (re-arranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).
Range of Wr	iting
W.4.18	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Handwriting	
W.4.19	• Use cursive writing, legibly and across all content areas.
SPEAKING A	ND LISTENING
Comprehens	ion and Collaboration
S.L.4.1	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on the others' ideas and expressing their own clearly.
S.L.4.1a	• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
S.L.4.1b	• Follow agreed-upon rules for discussions and carry out assigned roles.
S.L.4.1c	• Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
S.L.4.1d	 Review the key ideas expressed and explain individual ideas and understandings in light of the discussion.
S.L.4.2	• Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
S.L.4.3	• Identify the reasons and evidence a speaker provides to support particular points.
S.L.4.4	• Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership.
S.L.4.5	• Express ideas using more complex ideas.

S.L.4.6	•	Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (community building
		appreciation/invitations_cross-curricular discussions)
S.L.4.7	•	Discuss narratives (mystery, myths and legends, tall tales, poetry) conveying the
		story grammar (character's thoughts and motivation, setting, plot, story level
		theme), and explain why the story is worthwhile and how it is relevant to the
		storyteller or the audience.
S.L.4.8	•	Respond to multiple text types by reflecting, making connections, taking a
		position, and sharing understandings.
S.L.4.9	٠	Engage in interactive extended discourse to socially construct meaning (book
		clubs, literature circles, partnerships, or other conversation protocols).
S.L.4.10	•	Engage in daily spoken prayers while maintaining appropriate posture, gestures
		and eye contact.
ORAL PRAYE	ĸ	
S.L.4.10	•	Engage in daily spoken prayers while maintaining appropriate posture, gestures
DRECENTATI		
PRESENTATI		OF KNOWLEDGE AND IDEAS
3.L.4.11	•	manner using appropriate facts and relevant descriptive details to support main
		ideas or themes: speak clearly at an understandable pace
S.I.4.12	•	Add audio recordings and visual displays to presentations when appropriate to
0121 1122	-	enhance the development of main ideas or themes.
S.L.4.13	•	Differentiate between contexts that call for formal English and situations where
		informal discourse is appropriate; use formal English when appropriate to task
		and situation.
S.L.4.14	٠	Plan and deliver presentations or reports focusing on a key question using an
		informational organizational pattern (descriptive, problem/solution, cause and
		effect) supportive facts, and details reflecting and emphasizing facial expressions,
<u> </u>		hand gestures, and body language.
S.L.4.15	•	details
S.I.4.16	•	Summarize the major ideas and evidence presented in spoken messages and
0121 1120	-	formal presentations.
S.L.4.17	•	Combine skills to reveal strengthening literacy (viewing then analyzing in
		writing, listening then giving an opinion orally).
S.L.4.18	•	Respond to multiple text types listened to or viewed by discussing, illustrating,
		and/or writing in order to clarify meaning, make connections, take a position, and
		show deep understanding.
S.L.4.19	•	Select, listen to, view and respond thoughtfully to both classic and contemporary
		texts recognized for quality and literary merit.
S.L.4.20	•	Listen to or view and discuss a variety of genres and compare their responses to
<u> </u>		those of their peers.
5.L.4.21	•	Recognize and analyze the various roles of the communication process (to
		and in shaping opinions
		and in snaping opinions.

S.L.4.22	• Distinguish between and explain how verbal and non-verbal strategies enhance
	understanding of spoken messages and promote effective listening behaviors.
S.L.4.23	• Be aware of their role in discerning and reflecting on virtuous listening and viewing habits that are in line with Catholic Social Teaching
LANGUAGE	viewing habits that are in file with Catholic Social Teaching.
Conventions	of Standard English
L.4.1	Demonstrate command of the conventions of standard English grammar and
	usage when writing or speaking.
L.4.1a	 Use relative pronouns (who, whose, whom, which, that) and relative adverbs
	(where, when, why).
L.4.1b	• Form and use the progressive verb tenses (I was walking; I am walking; I will
	be walking).
L.4.1c	• Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
L.4.1d	• Order adjectives within sentences according to conventional patterns (e.g., a
	small red bag rather than a red small bag).
L.4.1e	 Identify, form, and use prepositional phrases.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate
	fragments and run-ons.
L.4.1.g	• Correctly use frequently confused words (e.g., to, too, two; there, their,
	they're).
L.4.1.h	 Identify and use simple and compound sentences.
L.4.1.i	 Identify and use direct and indirect objects.
L.4.1.j	 Identify and use adjectives.
L.4.1.k	 Identify and use adverbs.
L.4.1.I	 Identify and use common and proper nouns as subjects and objects.
L.4.1.m	 Identify and use plural and possessive nouns.
L.4.1.n	 Identify and use pronouns as antecedents.
L.4.1.o	 Identify and use regular and irregular verbs.
L.4.2	• Demonstrate command of the conventions of standard English capitalization,
	punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	 Use commas and quotation marks to mark direct speech and quotations
	from a text.
L.4.2c	 Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	 Spell grade-appropriate words correctly, consulting references as needed.
L.4.2e	Use hyphens between syllables.
L.4.2f	Use apostrophes in contractions.
L.4.2g	 Use commas in salutations to set off words, phrases.
L.4.2h	 Use quotation marks or italics to identify titles or names.
KNOWLEDGE	of LANGUAGE
L.4.3	• Use knowledge of language and its conventions when writing, speaking, reading,
	or listening.

1 4 2 2	Chaose words and phrases to serve ideas precisely
L.4.5d	• Choose words and phrases to convey ideas precisely.
L.4.3b	Choose punctuation for effect.
L.4.3c	 Differentiate between contexts that call for formal English and situations
	where informal discourse is appropriate.
VOCABULAR	Y AQUISITIONS AND USE
L.4.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based upon fourth grade reading and content, choosing from a range of strategies.
L.4.4a	• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4b	• Use common, grade appropriate, Greek and Latin affixes and roots as clues to the meaning of a word.
L.4.4c	• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5a	• Explain the meaning of simple similes and metaphors in context.
L.4.5b	 Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5c	• Demonstrate understanding of words by relating them to their synonyms and antonyms.
L.4.6	• Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation</i> , and <i>endangered</i> when discussing animal preservation).



FOURTH GRADE Mathematics Standards for the Archdiocese of Detroit

Operation	s and Algebraic Thinking
. Use the four	r operations with whole numbers to solve problems.
4. OA.A 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.
4. OA.A 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.
4.OA.A3	• 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
	ite with for some and some land and
Gain familia	rity with factors and multiples
4. OA.B 4	• Find all factor pairs for a whole number in the range 1–144. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–144 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–144 is prime or composite.
Generate and	l Analyze Patterns
4.OA.C.5	• Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
Number a	nd Operations in Base Ten
Generalize p	lace value understanding for multi-digit whole numbers.
4.NBT.A.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
4.NBT.A.2	• Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on value of the digits in each place, using >, =, and < symbols to record the results of comparisons

4 NBT.A.3	• Use place value understanding to round multi-digit whole numbers to any place.
4.NBT.A.4	• Read and write numbers to 1,000,000; relate them to the quantities they represent; compare and order
4.NBT.A.5	• Compose and decompose numbers using place value to 1,000,000; write numbers in expanded notation
Use place va	lue understanding and properties of operations to perform multi-digit
arithmetic.	
4 NBT.B.6	• Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4 NBT.B.7	• Multiply a whole number of up to four digits by a one-digit whole number,.
4NBT.B.7a	• Multiply two two-digit numbers, using strategies based on place value and the properties of operations.
4NBT.B.7b	• Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models
4 NBT. B.8	• 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.
4.NBT.B8a	• Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.B.9	• Find all factors of any whole number through 50, list factor pairs, and determine if a one-digit number is a factor of a given whole number
4.NBT.B.10	• List the first 12 multiples of a given-one-digit whole number; determine if a whole number is a multiple of a given one-digit whole number
4.NBT.B.11	• Know that some numbers have exactly two factors and are called prime numbers. All other numbers are called composite.
4.NBT.B.12	• Use factors and multiples to compose and decompose whole numbers
4.NBT.B.13	• Add and subtract basic whole numbers fluently(ex 2+2, 8+7, 4+9)
Numbers	and Operations-Fractions
Extend under	rstanding of fraction equivalence and ordering.
4.NF.A.1	• 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.
4.NF.A1a	• Recognize and generate equivalent fractions.
4.NF.A.2	• Compare two fractions with different numerators and different denominators, e.g., by creating common denominators (ex ¹ / ₄ , 3/4) or numerators (ex.3/4, 3/5), or by comparing to a benchmark fraction such as 1/2.
4.NF.A.2a	• 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, written explanation, or numerical comparison
	written explanation, or numerical comparison.
Build fractio	ns from unit fractions
4.NF.B.3	 Understand a fraction <i>a/b</i> with <i>a</i>>1 as a sum of fractions 1/<i>b</i> (Clarification below)
4.NF.B.3a	• Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.B.3b	 Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.
4.NF.B.3c	• Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
4.NF.B.3d	• 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.
4.NF.B.4	• Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
4.NF.B.4a	• Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
4.NF.B.4b	• Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express</i> $3 \times (2/5)$ <i>as</i> $6 \times (1/5)$ <i>, recognizing this product as</i> $6/5$. (<i>In general,</i> $n \times (a/b) = (n \times a)/b$.)
4.NF.B.4c	• Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat 3/8 of a</i> <i>pound of roast beef, and there will be 5 people at the party, how many</i> <i>pounds of roast beef will be needed? Between what two whole numbers</i> <i>does your answer lie?</i>
Understand a	decimal notation for fractions, and compare decimal fractions
4.NF.C.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. ² For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.
4.NF.C.6	• Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite</i> 0.62 <i>as</i> 62/100; <i>describe a length as</i> 0.62 <i>meters; locate</i> 0.62 <i>on a number line diagram.</i>
4.NF.C.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, e.g., by using a visual model.
4.NF.C.8	• Multiply and divide decimals up to two decimal places by a one-digit
	whole number where the result is a terminating decimal
4.NF.C.9	Add and subtract all decimal numbers
Measuren	nent and Data
Solve problem	ms involving measurement and conversion of measurements.
4.MD.A.1	• Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft rope as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),
4.MD.A.2	• Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
4.MD.A.3	• Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>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.</i>
4.MD.A.4	• Measure using common tools and select appropriate units of measure
4.MD.A.5	• Measure and compare integer temperatures in Fahrenheit degrees and Celsius
4.MD.A.6	• Measure surface area of cubes and rectangular prisms by covering and counting area of the faces
4.MD.A.7	• Carry out the following conversions from one unit of measure to a larger or smaller unit of measure; meters to centimeters, hours to minutes
Represent an	d interpret data.
4.MD.B.8	• 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.
Geometric m	easurement: understand concepts of angle and measure angles.
4.MD.C.9	• Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
4.MD.C.9a	• An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and

	can be used to measure angles.
4.MD.C.9b	• An angle that turns through <i>n</i> one-degree angles is said to have an angle
	measure of <i>n</i> degrees.
4.MD.C.10	• Measure angles in whole-number degrees using a protractor. Sketch
	angles of specified measure.
4.MD.C.11	• Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of
	the angle measures of the parts. Solve addition and subtraction problems
	to find unknown angles on a diagram in real world and mathematical
	problems, e.g., by using an equation with a symbol for the unknown
	angle measure.
Geometry	,
Draw and id	entify lines and angles, and classify shapes by properties of their lines and
angles.	
4.G.A.1	• Draw points, lines, line segments, rays, angles (right, acute, obtuse), and
	perpendicular and parallel lines. Identify these in two-dimensional
	figures
4.G.A.2	• Classify two-dimensional figures based on the presence of absence of apples of a parallel or perpendicular lines, or the presence or absence of apples of a
	specified size Recognize right triangles as a category and identify right
	triangles.
4.G.A.3	• Recognize a line of symmetry for a two-dimensional figure as a line
	across the figure such that the figure can be folded along the line into
	matching parts. Identify line-symmetric figures and draw lines of
	symmetry.
4.G.A.4	• Identify basic geometric shapes including isosceles, equilateral and
4645	Identify and count the faces, adges and vertices of basic three
4.0. A.5	dimensional geometric solids including cubes rectangular prisms and
	pyramids; describe the shape of their faces
4.G.A.6	• Recognize rigid motion transformations (flips, slides, turns) of a two-
	dimensional object
4.G.A.7	• Identify the radius and diameter of a circle.
Data and	Probability
Represent an	d Solve Problems for Given Data
4.DP.A.1	• Construct tables and bar graphs from given data
4.DP.A.2	• Order a given set of data, find the median, mean, mode, and specify the
	range of values
4.DP.A.3	• Solve problems using data presented in tables and bar graphs (compare
	data represented in two bar graphs and read bar graphs showing two data
4 DP A 4	• Dradict the probability of the outcome in a simple event using viewel
7.01.7.7	models, ex. Find the probability of a given number when rolling a
	number cube.



<u>Fourth Grade</u> Social Studies Standards for the Archdiocese of Detroit

HISTORY	
H1	History
	Use historical thinking to understand the past.
4 – H1.0.3	Describe how the relationship between the location of natural resources and the location of industries affected and continues to affect the location and
	growth of regions.
4 - H1.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan to different regions of the
	United States.
4 – H1.0.6	Use visual data, informational text, or primary accounts to compare major economic activity today with that same or a related activity in the past.
4 – H1.0.5	Use a variety of primary and secondary sources to construct a historical narrative about the beginning of the automobile industry and the labor movement in Michigan.
4 – H1.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad and the role of the Catholic Church.
4 – H1.0.8	Describe past and current threats to the United States' natural resources; describe how the people worked in the past and continue to work today to protect its natural resources.
4 – H1.0.9	Create timelines, charts, graphs, or tables to sequence and describe important events in regional history; annotate with connections to the past and
	impact on the future.
<u>Geography</u>	
G1	The World in Spatial Terms
	Use geographic representations to acquire, process, and report information from a spatial perspective.
4 – G1.0.1	Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
4 – G1.0.2	Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
4 – G1.0.3	Identify equator, lines of latitude and longitude, hemispheres, Prime Meridian, Tropic of Cancer and Capricorn, North Pole, South Pole, and
	continents.
4 - G1.0.4	Identify and describe the characteristics and purposes of a variety of geographic tools (e.g., measure distance, determine relative location, classify a
	region) and technologies (e.g., globe, map, satellite image).
4 – G1.0.5	Use geographic tools and technologies including stories, songs, and pictures to answer geographic questions about the United States.
4 - G1.0.5	Use maps to describe elevation, climate, and patterns of population density in the United States.

G2	Places and Regions
	Understand how regions are created from common physical and human characteristics.
4 - G2.0.1	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).
4 – G2.0.2	Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.
G3	Human Systems
	Understand how human activities help shape the Earth's surface.
4 – G3.0.1	Use a case study or a story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
4 - G3.0.2	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of
	sneiter, language, lood, etc.).
C4	Environment and Society
	Understand the effects of human-environment interactions
4 - G4.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.
Civics and G	overnment
C1	Purposes of Government
	Explain why people create governments.
4 – C1.0.1	Identify questions political scientists ask in examining the United States.
	• What is the function of government?
	• What are the basic values and principles of American democracy?
	• What is the relationship of the United States to other nations?
	• What are the roles of the citizen in American democracy?
4 - C1.0.2	Explain probable consequences of the absence of government, rules, and laws.
	• Explain probable consequences of the absence of church law.
4 – C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.
C2	Values and Principles of American Democracy
	Understand values and principles of American constitutional democracy.
4 - C2.0.1	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of
	religion, freedom of expression, and freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of
	Rights.
4 - C2.0.2	Identify situations in which citizens' rights guaranteed by the Constitution and Bill of Rights are protected (e.g., freedom of religion, freedom of
	expression, freedom of press).
C3	Structure and Functions of Government

	Describe the structure of government in the United States and how it functions to serve citizens.
4 - C3.0.1	Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks
	and balances, Bill of Rights).
4 - C3.0.2	Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's
	license, state tax).
4 – C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
4 - C3.0.4	Describe how the powers of the federal government are separated among the branches.
4 – C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts
	declaring a law unconstitutional, congressional approval of judicial appointments).
4 – C3.0.6	Describe the process that the President, members of the Congress, and justices of the Supreme Court are designated to their positions (e.g., elections
	versus appointments).
4 – C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.
C4	Roles of the Citizen in American Democracy
	Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
4 - C4.0.1	Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and
	attentive to public issues, paying taxes, registering to vote, being an informed voter, and serving as a juror).
4 - C4.0.2	Describe the relationship between rights and responsibilities of Catholic citizens.
4 - C4.0.3	Explain the limits of citizens' rights.
4 - C4.0.4	Describe ways citizens can work together to promote Catholic values and principles of American democracy.
Economics	
E1	Market Economy
	Use fundamental principles and concepts of economics to understand economic activity in a market economy.
4 - E1.0.1	Identify questions economists ask in examining the United States.
	• What is produced?
	• How is it produced?
	• How much is produced?
	• Who receives what is produced?
	• What role does the government play in the economy?
4 – E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives,
	and specialization).
4 – E1.0.3	Describe how positive and negative incentives influence behavior in a market economy.
4 – E1.0.4	Explain how specialization and division of labor increase productivity (e.g., assembly line).
4 - E1.0.5	Explain how competition among buyers result in higher prices and competition among sellers result in lower prices (e.g., supply, demand).
4 – E1.0.6	Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions
1	
	among them.

4 - E1.0.8	Explain how price affects decisions about purchasing goods and services (substitute goods).
E2	National Economy
	Use fundamental principles and concepts of economics to understand economic activity in the global economy.
4 – E3.0.1	Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality
	controls).
Public Discourse, Decision Making, and Citizen Involvement	
P1.1	Identifying and Analyzing Public Issues
	Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
4 – P1.1.1	Identify public issues in the United States that influence the daily lives of its citizens.
4 – P1.1.2	Explain how public issues in the United States influence the daily lives of Catholic citizens.
4 – P1.1.3	Use graphic data and other forms of data to analyze information about a public issue in the United States and evaluate alternative resolutions.
4 – P1.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.
P1.2	Persuasive Communication About a Public Issue
	Communicate a reasoned position on a public issue.
4 – P1.2.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
P1.3	Citizen Involvement
	Act constructively to further the public good.
4 – P1.3.1	Develop and implement an action plan for a public issue that will inform others and include when, where, and possible resolutions.
4 – P1.3.2	Participate in Catholic service learning projects to help or inform others.