<table>
<thead>
<tr>
<th>4th ENGLISH LANGUAGE ARTS</th>
<th>4th MATH</th>
<th>4th SCIENCE</th>
<th>4th SOCIAL STUDIES</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading Standards for Literature</strong></td>
<td><strong>Operations and Algebraic Thinking</strong></td>
<td><strong>Forces and Motion</strong></td>
<td><strong>Geography and Environmental Literacy</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Use the two operations with whole numbers to solve problems (up to 50)</strong></td>
<td><strong>Understand how force affects the motion of an object.</strong></td>
<td><strong>Understand human, environmental, and technological factors affect life in North Carolina.</strong></td>
</tr>
<tr>
<td>1. Identify details or examples in a text that explain what the text says explicitly.</td>
<td>1. Solve addition and subtraction problems when change is unknown (i.e. 8 + 10, 6 - = 3).</td>
<td>1. Describe the motion of a moving object (away from or closer).</td>
<td>1. Understand locations have specific addresses that include name of town/city and state.</td>
</tr>
<tr>
<td>2. Identify appropriate titles of a story, drama or poem.</td>
<td>2. Use part-part-whole problem, to combine two parts into one whole when whole is unknown.</td>
<td>2. Define force as a push or a pull.</td>
<td>2. Identify goods and services available in your community and North Carolina.</td>
</tr>
<tr>
<td>3. Identify words that describe characters, settings or events in a story or drama.</td>
<td><strong>Understand relationship between multiplication and division</strong></td>
<td>3. Predict how forces can change the speed or direction of moving objects.</td>
<td>3. Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td>3. Illustrate multiplication and division by making equal sized groups using models.</td>
<td><strong>Compare solid materials by their physical properties.</strong></td>
<td>4. Identify tools that assist in obtaining wants and needs.</td>
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<td>4. Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar).</td>
<td>4. Understand that even numbers are sets that can be shared equally between 2 people and odd sets cannot.</td>
<td>4. Compare different types of solid materials (wood, rock, plastic, rubber, glass, metal).</td>
<td>5. Use maps to locate places in the classroom.</td>
</tr>
<tr>
<td>5. Identify texts as poems, drama, and prose.</td>
<td>5. Use the symbolic representation of multiplication and division to write a number sentence.</td>
<td>5. Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength).</td>
<td><strong>Economics and Financial Literacy</strong></td>
</tr>
<tr>
<td>6. Identify the narrator of a text.</td>
<td><strong>Analyze Patterns</strong></td>
<td><strong>Earth Systems, Structures and Processes</strong></td>
<td><strong>Understand how producers and consumers contribute to the economy.</strong></td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>6. Use repeating shape patterns to make predictions and extend simple repeating patterns.</td>
<td><strong>Use the tools for observing, recording and measuring changes in weather conditions.</strong></td>
<td>1. Identify the producers of products in the community and North Carolina.</td>
</tr>
<tr>
<td>7. Use text and illustrations to understand a story.</td>
<td>7. Understand the concept of counting by 2’s.</td>
<td>1. Use a thermometer to record temperature changes, during the day, from day to day, and season to season.</td>
<td>2. Communicate the roles and impact producers and consumers have on the North Carolina economy.</td>
</tr>
<tr>
<td>a. Match text with appropriate illustrations from a story.</td>
<td><strong>Number and Operations in Base Ten</strong></td>
<td>2. Measure precipitation and note amounts (none, some, much) from day to day.</td>
<td><strong>Understand the economic factors when making personal choices.</strong></td>
</tr>
<tr>
<td>b. Identify details that exist in the illustrations that do not appear in the text of a story.</td>
<td><strong>Generalize place value understanding for multi-digit whole numbers.</strong></td>
<td>3. Understand that moving air is wind and it affects the weather and our environment.</td>
<td>1. Understand how the amount of money a person has affects personal choices.</td>
</tr>
<tr>
<td>c. Identify details that exist in the text that do not appear in the illustrations.</td>
<td>1. Illustrate whole numbers to 50 by composing and decomposing numbers.</td>
<td><strong>Structures and Functions of Living Organisms</strong></td>
<td><strong>Civics and Governance</strong></td>
</tr>
<tr>
<td>8. (Not applicable to literature)</td>
<td>2. Use a number line or hundreds chart to compare numbers greater than, less than or equal to.</td>
<td><strong>Understand the needs of living things.</strong></td>
<td><strong>Understand the rights and responsibilities of citizens.</strong></td>
</tr>
<tr>
<td>9. Compare characters or events, in stories, myths, and traditional literature from different cultures.</td>
<td><strong>Use place value understanding and properties of operations to perform multi-digit arithmetic</strong></td>
<td>1. Identify healthy and unhealthy food choices for humans.</td>
<td>1. Identify basic rights of an individual.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td>3. Illustrate multiplication and division by</td>
<td>2. Understand the effects of healthy and unhealthy food choices on the body.</td>
<td>2. Apply knowledge of basic responsibilities of individuals in a group (clean up after self, participating in conversations, respecting others space).</td>
</tr>
<tr>
<td>10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a</td>
<td><strong>Craft and Structure</strong></td>
<td></td>
<td>3. Actively engage in communicative conversations, respecting others space).</td>
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clearly stated purpose (e.g., Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.).

**Reading Standards for Informational Text**

**Key Ideas and Details**
1. Determine details or examples in a text that help explain what the text says explicitly.
2. Identify appropriate titles for a text.
3. Sequence the steps in a set of directions or the series of events in a written recount of a past event.

**Craft and Structure**
4. Complete sentences with academic and domain-specific words or phrases in a text that relate to a grade 4 topic or subject area (e.g., He used a *thermometer* to measure the temperature.).
5. Determine whether a text is about a topic or an event.
6. Identify similarities between own experience and a written account of the same experience or event.

**Integration of Knowledge and Ideas**
7. Answer factual questions about information presented graphically or visually presented in a text.
8. Identify evidence (details and examples) that support particular points in a text.
9. Compare and contrast two texts on the same topic.

**Range of Reading and Level of Text Complexity**
10. Demonstrate understanding of text while actively engaged in group reading making 2 equal sized groups up to 10.

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<th><strong>Number and Operations-Fractions</strong></th>
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<td>Develop understanding of fractions as numbers.</td>
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<tr>
<td>1. Identify whole, half, and fourth using concrete models (use continuous and discrete items).</td>
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<tr>
<td>2. Use symbolic representation for each fractional part.</td>
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<td>3. Use a number line to identify the half between each number.</td>
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<th><strong>Measurement and Data</strong></th>
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<td>Solve problems involving measurement time and mass.</td>
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<tr>
<td>1. Tell time to the nearest hour.</td>
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<tr>
<td>2. Compare two objects using direct comparison of mass.</td>
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<tr>
<td>3. Solve problems using appropriate vocabulary to describe differences in weight (e.g. more, less, same).</td>
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<tr>
<td>4. Use customary unit to measure weight (ounces and pounds).</td>
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</table>

**Represent and interpret data.**
4. Organize and represent data using bar graphs.
5. Title and label axis of graph.
6. Answer questions posed about the collected data.

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<td>Identify lines, angles, and properties of a shape (circle, square, rectangle, triangle, and rhombus).</td>
</tr>
<tr>
<td>1. Identify angles in each shape.</td>
</tr>
<tr>
<td>2. Describe the attributes of two-dimensional shapes (i.e., number sides and angles, straight vs curved lines).</td>
</tr>
</tbody>
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**Ecosystem**
Understand the effects of environmental changes, adaptations and behaviors that enable plants and animals to survive in changing habitats.
1. Describe how animals adapt to their environment (e.g. bears hibernate in the winter, birds fly south for the winter, lizards change color).
2. Describe how plants adapt to their environments (e.g. plants grow towards the sun, leaves fall in the winter).
3. Identify ways that plants and animals protect themselves.
4. Understand why adaptations and changes in behavior are essential for survival.

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January 2012
of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to a text to find similarities. Read or listen to a text to determine which is most important).

**Reading Standards Foundational Skills**

**Phonics and Word Recognition**
1. Apply letter-sound and word analysis skills in reading words.
   a. In context apply letter-sound knowledge to use context plus first letter to identify words.
   b. Decode single syllable words with common spelling patterns (e.g., consonant-vowel-consonant/e or high frequency words).
   c. Recognize 40 or more written words.

**Fluency**
2. Read text comprised of familiar words with accuracy and understanding to support comprehension.

**Writing Standards**

**Text Types and Purposes**
1. Write an opinion of a familiar topic or text, supporting a point of view with reasons and information.
   a. Select a topic or book to write about and state an opinion.
   b. List reasons that support the opinion.
   c. List facts or details to support opinion.
2. Write to convey information clearly.
   a. Select a topic and illustrations or visual/ tactile supports related it.
   b. List words related to the topic.
   c. List facts or details related to the topic.
3. Select an event or personal experience and use drawing, dictating, or writing to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.).
Production and Distribution of Writing
4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.
5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.
6. With guidance and support from adults, use technology to produce and publish writing*.

Research to Build Knowledge
7. Gather information about a topic from two or more sources.
8. Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights (ounces and pounds) and measures (inches and feet), and put it into appropriate weights and measures categories).
9. Write* in response to text being read or heard.
   a. Apply grade 6 Extended Reading standards to literature (e.g., Describe an illustration in a story).
   b. Apply grade 6 Extended Reading standards to literary nonfiction (e.g., Compare two texts on the same topic).

Range of Writing
10. Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards
Comprehension and Collaboration
1. Participate in communicative exchanges.
   a. Communicate directly with peers in multi-turn exchanges.

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b. Ask and answer questions of adult or peer communication partners in multi-turn exchanges.
c. Clarify own ideas as requested by communication partner.
d. Make comments that contribute to the discussion and link to the remarks of others.

2. Identify words or phrases that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodality.
3. Identify the points the speaker makes (e.g., after a visiting author describes his work, students identifies points including: need quiet place to write, need good ideas).

Presentation of Knowledge and Ideas
4. Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it (e.g., “What book did we read? What did you learn?”).
5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.
6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, “Did you like it?” and a simple “Yah” is acceptable).

Language Standards

Conventions of Standard English
1. Demonstrate understandings of standard English grammar and usage when communicating.
a. Use comparative and superlative adjectives (e.g., I want the bigger one).
b. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).
c. Use possessive pronouns (e.g., mine, my, your, his, her, our, their).
2. Apply knowledge of letter-sound relationships and familiar spelling patterns when writing.
a. Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
b. Recognize ending punctuation.

Effective Language Use
3. Use language to achieve desired meaning when writing or communicating.
a. Use language to express emotions.

Vocabulary Acquisition and Use
4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
a. Choose from an array of content related words to complete sentence read aloud by adults.
b. Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g., cooks, cooked, cooking).
5. Demonstrate understanding of word relationships.
a. Use simple, common idioms (e.g., you bet, it’s a deal, cool).
b. Demonstrate understanding of words by identifying other words that are the same and different in meaning.
6. Use words appropriately across contexts including words that signal emotions and attention to topic.