

## **Fourth Grade Tips**

### **Language Arts Tips**

- Have your child select 4 or 5 magazine pictures, and put them together with a written story. Have him tell the story to the family. Then have him rearrange the pictures, and do the same process.
- Encourage keeping a journal or a diary. Have your child write in it regularly.
- Whenever you fill out a form, have your child watch and learn the importance of printing, answering correctly, etc.
- If your child comes to you to explain a difficult word, ask him if he can figure it out by the meaning of the sentence or the paragraph as a whole. If after that he can't, use a dictionary together.
- At your next visit to the library, point out the major sectors of the library and where certain books can be found. Practice finding a book by using the library's catalogue system.
- Help your child know the steps of the writing process from pre-writing, outlining, organizing material, writing, editing, and re-editing.
- Help your child check out from the library books about his hobby or interests. Be on the look out for "new" or different books on these subjects. Go to used book sales. Stock up. Ask your child about which book gave him the most information. What new idea did he get? Etc.
- Help your child begin to explore literature. Ask her teacher for home reading recommendations.
- Form a Family Book Club. Read the same book separately with your child. Later, discuss and review the book together: What was the purpose of the book? Did it have a plot, a point of view, or theme? What did you like or dislike about it? How would you have written the ending?
- Have your child also read recipe directions, game instructions, catalogs, children's magazines, etc.
- Have a Family Reading Night each week. Turn off the TV, etc. Everyone read their favorite things. Strive for several Family Reading Nights each week.

### **Math Tips**

- Get some city maps, and bus schedules, etc. Let your child plan a local trip for friends or family. Have him figure out the time required, distances between places, costs, best time of the week to make the trip, etc.
- Have your child search the newspaper for daily temperatures, and create a graph showing weekly trends. Or buy a simple outdoor thermometer. Have your child check it several times a day and record the readings. Have him compare morning, afternoon, and evening temperatures.
- Have your child flatten tin cans, food boxes, or other 3-dimensional shapes for recycling. What shapes are they after they get squashed? How many are there?
- Take a large cardboard box and unfold it completely without cutting it, so it lies flat. Ask your child to imagine what the box originally looked like. Have him draw a picture of his idea. Then put it together. Have him measure the length, height, and depth of the box.
- Talk about time in various ways: seconds, minutes, hours, days, weeks, months, years, decades, centuries. Use the calendar often and refer to it with your child. Plan something special with your child in the future. How many months 'til then? How many days?
- Take a trip to the beach or the woods. How many different shapes do you see? Have your child draw them in a journal. How many acorns will fit in your hand? How much do leaves weigh compared to fallen twigs?
- Help your child learn decimals by discussing money. "One dollar and 10 cents is written this way: \$1.10." Show her gas station, grocery store, and billboard signs that have decimals.
- Take a favorite family food recipe and make it with your child. Only this time double the recipe (or if that's not possible, cut it in half). The recipe calls for  $\frac{1}{4}$  cup of milk, what is that doubled? The recipe calls for  $\frac{1}{4}$  teaspoon of salt, what is one-half of that?
- Have your child make a survey of the neighborhood. How many houses altogether? How many 2-story houses. How many businesses? How many stop signs, streetlights, speed bumps? How many yards with flowers?

# **West Contra Costa Unified School District**



## **Student Standards for Fourth Grade**

The West Contra Costa Unified School District, in partnership with families, staff, students, and the community, develops educational programs to meet the needs of all students.

This brochure is designed to introduce families and caregivers to the WCCUSD Standards in Language Arts and Mathematics. These grade-level standards were adopted by the school board during the 1998-99 school year. Students are assessed every year to monitor their progress in meeting these standards.

Our school district is committed to working with families to assure student mastery of these mandated standards.

### **Board of Education**

Karen Leong Fenton  
George Harris III  
Patricia Player  
Glen Price  
Charles Ramsey

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## Fourth Grade Language Arts

### **Standard 1 - Reading: Word Analysis, Fluency, and Systematic Vocabulary Development**

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

- Word Recognition
- Vocabulary and Concept Development

### **Standard 2 - Reading: Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources.

- Structural Features of Informational Materials
- Comprehension and Analysis of Grade-Level-Appropriate Text

### **Standard 3 - Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters).

- Structural Features of Literature
- Narrative Analysis of Grade-Level-Appropriate Text

### **Standard 4 - Writing: Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers both the reader and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).

- Organization and Focus
- Penmanship (easily transcribes into cursive and vice-versa)
- Research and Technology (cites appropriately using quotes/paraphrase)
- Revising and Evaluating Strategies

### **Standard 5 - Writing Applications**

#### ***(Different Types and Their Characteristics)***

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing uses standard English and the writing process.

### **Standard 6 - Written and Oral English Language Conventions**

Students write and speak using standard English that is appropriate for each grade level.

- Sentence Structure
- Grammar
- Punctuation
- Capitalization (magazines, newspapers, works of art, musical compositions, organizations, first word of quote)
- Spelling

### **Standard 7 – Listening and Speaking Strategies**

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and loudness.

- Comprehension
- Organization and Delivery of Oral Communication
- Analysis and Evaluation of Oral Media Communication (t.v. news/ads)

### **Standard 8 – Speaking Applications**

#### ***(Different Types and Their Characteristics)***

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent topic. Student speaking uses standard English, organization and delivery strategies.

## Fourth Grade Mathematics

### **Number Sense**

- Students understand place value of whole numbers and decimals to two decimal places, how these relate to simple fractions, and use concepts of negative numbers (read & write whole numbers to millions).
- Students extend their use and understanding of whole numbers to addition and subtraction of simple decimals (to two places).
- Students solve problems involving addition, subtraction, multiplication and division of whole numbers, including the addition and subtraction of negative numbers (multiply multi-digit by two digit numbers).
- Students know how to factor small whole numbers ( $12=4\times3=2\times6=2\times2\times3$ ).

### **Algebra and Functions**

- Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Students know how to manipulate equations (equals added to equals are equal).

### **Measurement and Geometry**

- Students understand perimeter and area.
- Students use two-dimensional coordinate grids to represent points and graph lines and simple figures.
- Students demonstrate understanding of plane (2-dimensional) and solid (3-dimensional) geometric objects.
- Students identify terms: parallel, perpendicular, radius, diameter, congruent, symmetry, types of angles, triangles & quadrilaterals.

### **Statistics, Data Analysis and Probability**

- Students organize, represent and interpret numerical and categorical data, and clearly communicate their findings.
- Students make predictions for simple probability situations.

### **Mathematical Reasoning**

- Students make decisions about how to approach problems.
- Students use strategies, skills and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other situations.