

Cumberland County Schools
Parent Curriculum Guide

**Extended
Common Core
Standards**



Fourth Grade

EXTENDED ENGLISH LANGUAGE ARTS

The elementary extended language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening and language, they are able to exhibit an understanding of increasingly complex skills. The following grade-specific standards define what students should understand and be able to do by the end of the year.

Reading: Literature

Key Ideas and Details

1. Identify details or examples in a text that explain what the text says explicitly.
2. Identify appropriate titles of a story, drama or poem.
3. Identify words that describe characters, settings or events in a story or drama.

Craft and Structure

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).
5. Identify texts as poems, drama, and prose.
6. Identify the narrator of a text.

Integration of Knowledge and Ideas

7. Use text and illustrations to understand a story.
 - a. Match text with appropriate illustrations from a story.
 - b. Identify details that exist in the illustrations that do not appear in the text of a story.
 - c. Identify details that exist in the text that do not appear in the illustrations.
8. (Not applicable to literature)
9. Compare characters or events, in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a 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: 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 four 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.

Reading: Informational Text (Continued)

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 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: 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

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.).

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

Writing (Continued)

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*.

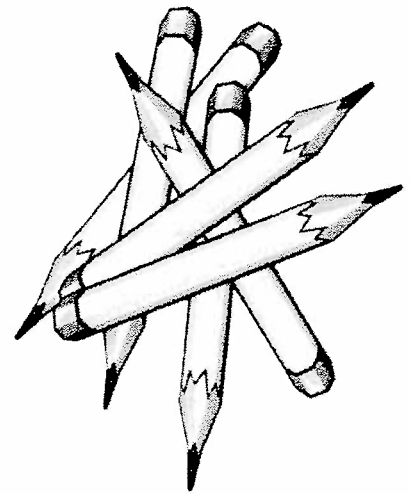
** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

Research to Build and Present Knowledge

7. Gather information about a topic from two or more sources.
8. Identify information relevant to 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 4 Extended Reading standards to literature (e.g., Describe an illustration in a story).
 - b. Apply grade 4 Extended Reading standards to informational text (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

Comprehension and Collaboration



1. Participate in communicative exchanges.
 - a. Communicate directly with peers in multi-turn exchanges.
 - 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).

Speaking and Listening

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?")

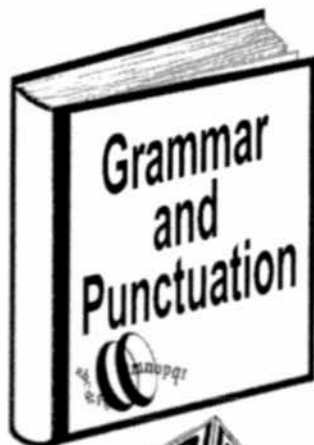
Language

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.

EXTENDED MATHEMATICS

The elementary extended mathematics curriculum is designed to develop deep understanding of foundational math ideas. The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics.

Operations and Algebraic Thinking

Use the two operations with whole numbers to solve problems (up to 50)

1. Solve addition and subtraction problems when change is unknown (i.e. $8 + = 10$, $6 - = 3$).
2. Use part-part-whole problem, to combine two parts into one whole when whole is unknown.

Understand relationship between multiplication and division

3. Illustrate multiplication and division by making equal sized groups using models.
4. Understand that even numbers are sets that can be shared equally between 2 people and odd sets cannot.
5. Use the symbolic representation of multiplication and division to write a number sentence.

Analyze patterns

6. Use repeating shape patterns to make predictions and extend simple repeating patterns.
7. Understand the concept of counting by 2's.

Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers

1. Illustrate whole numbers to 50 by composing and decomposing numbers.
2. Use a number line or hundreds chart to compare numbers greater than, less than or equal to.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

3. Illustrate multiplication and division by making two equal sized groups up to 10.

EXTENDED SCIENCE

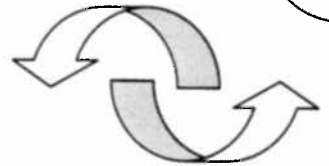
In fourth grade, students will analyze the systems of Forces and Motion, Properties of Matter, Weather, Structures and Functions of Living Things and Environmental Changes. The class should provide a stimulating atmosphere in which students are intellectually challenged to explore the physical world around them. Student's natural curiosity leads them to investigate the world by observing and manipulating common objects and materials in their environment.

Physical Science

Force and Motion

Understand how force affects the motion of an object

1. Describe the motion of a moving object (away from or closer).
2. Define force as a push or a pull.
3. Predict how forces can change the speed or direction of moving objects.



Matter, Properties, and Change

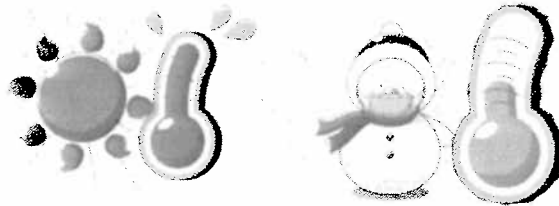
Compare solid materials by their physical properties

1. Identify different types of solid materials (wood, rock, plastic, rubber, glass, metal).
2. Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength).

Earth Science

Use the tools for observing, recording and measuring changes in weather conditions.

1. Use a thermometer to record temperature changes, during the day, from day to day, and season to season.
2. Measure precipitation and note amounts (none, some, much) from day to day.
3. Understand that moving air is wind and it affects the weather and our environment.

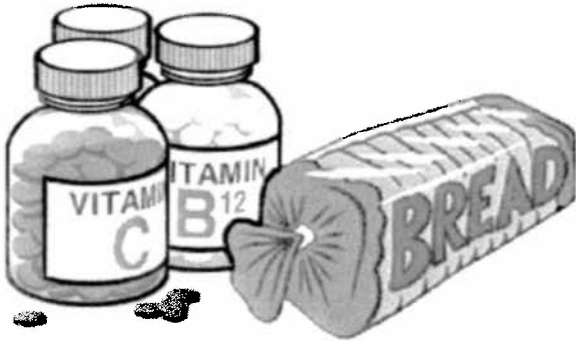


Life Science

Structures and Functions of Living Things

Understand the needs of living things

1. Identify healthy and unhealthy food choices for humans.
2. Understand the effects of healthy and unhealthy food choices on the body.



Ecosystems

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.



SOCIAL STUDIES

Fourth grade is the first formal introduction to North Carolina, its ethnic diversity, its rich culture, the economic energy of its people, and its geographic regions. Students will prepare for their role as responsible and informed citizens of North Carolina.

Geography and Environmental Literacy

Understand human, environmental, and technological factors affect life in North Carolina

1. Understand locations have specific addresses that include name of town/city and state.
2. Identify goods and services available in your community and North Carolina.
3. Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.
4. Identify tools that assist in obtaining wants and needs.
5. Use maps to locate places in the classroom.



Economics and Financial Literacy

Understand how producers and consumers contribute to the economy

1. Identify the producers of products in the community and North Carolina.
2. Communicate the roles and impact producers and consumers have on the North Carolina economy.

Understand the economic factors when making personal choices

1. Understand how the amount of money a person has affects personal choices.

Civics and Governance

Understand the rights and responsibilities

1. Identify basic rights of an individual.
2. Apply knowledge of basic responsibilities of individuals in a group (e.g., clean up after self, participating in conversations, respecting others space).
3. Actively engage in communicative exchanges by making comments that contribute to the discussion and link to the remarks of others.