

Oakland Unified School District presents the Parents as Partners Guide to Common Core Standards 4th Grade

Oakland Unified School District holds a set of core beliefs about the families we serve each and every day.

- Core Belief #1** All parents have dreams for their children and want the best for them.
- Core Belief #2** Partnerships with families are essential to academic achievement.
- Core Belief #3** All parents can support their children’s learning.
- Core Belief #4** The responsibility for building partnerships between school and home rests primarily on the school staff, especially school leaders.

Because we hold these family engagement core beliefs, we have developed tools and resources to ensure that all families understand the **Common Core Standards** and are able to support learning at home. These resources include the *Common Core Backpack*, which are activities that parents can use at home to reinforce the Common Core Standards.

What are the Common Core Standards?	Why Common Core?
<p>In the past, each state had its own set of educational standards. This caused confusion and concerns about whether or not our students were ready for college and careers at the time of their high school graduation. California voluntarily adopted the Common Core Standards in 2010.</p> <p>The Common Core State Standards (CCSS) are a set of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, while working toward shared goals.</p>	<p>The Common Core State Standards are important because they will help all children – no matter who they are – learn the same skills needed for college and career. They create clear expectations for what your child should know and be able to do in key areas: Literacy (reading, writing, speaking and listening in all subject areas) and Mathematics. If you know what these expectations are, then you can help your child prepare because you are your child’s first teacher.</p> <p>Our students are future scientists, researchers, managers, and designers. They must be problem solvers and collaborators. The common core prepares them to compete with not only American peers in other states, but with students from around the world.</p>

How can families support school success?

Partnerships with families are essential to academic achievement. Put simply, schools cannot educate students alone. How can families partner with the school?

1. Know what your child should be learning in 4th Grade.
2. Ask the teacher if your child has mastered the skills that have been taught.
3. Ask how you can support learning at home. Ask for activities from the *Common Core Backpack*, which are activities that parents use at home with their child to support mastery of the Common Core Standards.
4. Read. Read. Read. Have your child read each day and ask them questions. Then have them go into the text to answer the question, “How do you know?”
5. Make sure your child is reading non-fiction books often.

4th Grade Common Core Standards

Here are some key **English Language Arts** skills being taught in 4th Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can...
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Explain a story by referring to details and examples in the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Summarize a piece of fiction in her own words.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Use specific details in a story to help describe a character, setting or event in the story.
RL.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).	Figure out the meanings of words and phrases an author uses.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when he writes or talks about a piece of fiction.
RL.4.7	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.	Make connections between a written text and a dramatic interpretation of the same text.
RI.4.1	Ask and answer questions about key details in a text.	Explain what a piece of nonfiction teaches by referring to details and examples in the text.
RI.4.2	Identify the main topic and retell key details of a text.	Figure out the main idea in nonfiction by thinking about the details in the text.
RI.4.2	Identify the main topic and retell key details of a text.	Summarize a piece of nonfiction.
RI.4.7	Use the illustrations and details in a text to describe its key ideas.	Interpret and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to understand nonfiction.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Use context to check my understanding of fourth grade text, and reread if necessary.

4th Grade Common Core Standards

Here are some key **Mathematics** skills being taught in 4th Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can...
4.OA.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.	Understand that multiplication fact problems can be seen as comparisons of groups (e.g., $24 = 4 \times 6$ can be thought of as 4 groups of 6 or 6 groups of 4).
4.OA.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. ¹	Multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.
4.OA.3	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.	Use what he knows about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers.
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Read and write larger whole numbers using numerals, words and in expanded form.
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Compare two large numbers using symbols to show the comparison.
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	Round large whole numbers to any place.
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Add and subtract large numbers.
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Multiply a whole number up to four digits by a one-digit whole number.
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Multiply two two-digit numbers.
4.MD.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>	Use what she knows about area and perimeter to solve real world problems involving rectangles.
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines.