

Dear Parents:

The Irvine Unified School District is committed to providing each of our students with the highest quality learning experiences possible. We believe that the best way to achieve successful academic growth is through the combined efforts of the school, parents, and child. One important way for parents to help is to be aware of what students are expected to learn. Toward that end, this document displays those learning goals considered essential at this grade level. These are referred to as grade-level content standards, and they are listed for language arts, mathematics, science, and social science.

These content standards drive the plans for daily instruction and homework. Content standards also provide the basis for progress reports and report cards. Parent/teacher conferences add further clarity regarding student progress on grade-level standards.

Along with solid instruction, these standards invite students, teachers, and parents to work together in the classroom, and at home, in the interest of success for all. For additional information on grade-level content standards, please visit our web site at: http://www.iusd.org/education_services/CurricularPrograms.html.

Sincerely,



Gwen E. Gross, Ph.D.
Superintendent of Schools

In order to further assist parents in helping their students please refer to our website: http://www.iusd.org/parent_resources/ParentsHelpingStudents.html.

The following is an example of the items on the above mentioned website:

How to Make a Better Student

- A parent's guide on what you can do to help

Family Literacy Project

IUSD tips for parents helping children learn to read

- [Tips for Reading to Your Child](#)
- [Phrases that Encourage](#)
- [Questions that Encourage Conversation about Reading](#)
- [Concepts about Print](#)
- [Phonemic Awareness Activities For 4-5-6 Year Olds](#)
- [Phonemic Awareness Activities For 6-7 Year Olds](#)
- [Bibliography: K-3 Phonemic Awareness](#)
- [Ten Tips: Helping Your Child Read Effectively](#)
- [Breaking the Sound-It-Out Barrier](#)
- [Reading Tips for Parents, Primary Caregivers, and Educators](#)
- [Helping Children Develop Oral-Language Skills](#)
- [The Family Literacy Project Video Purchase Form](#)

Standardized Testing (STAR program)

- How parents can help improve the achievement levels measured by the Stanford 9

Children's Literature Web Guide

- Reviews children's literature

Encyclopedia Britannica

- On-line subscriber's service, the encyclopedia for a monthly fee

On-line Magazines

- Access to on-line magazines

Scholastic

- Take a look around this publisher's page, includes links

Spelling

- [How Parents Can Help Their Children With Spelling and Writing](#)
- [Spelling Benefits](#)

Phonics

- [How Parents Can Assist With Phonics K-2](#)
- [Breaking the Sound-It-Out Barrier](#)

Mathematics Resources for Parents

- Resources designed to help parents help their students with math

Kindergarten

- Activities that support Kindergarten learning

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El Camino
Administrative Secretary
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Deerfield
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Irvine Unified School District's Essential Standards Grade 4

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

The Student Will:

- Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- Distinguish and interpret multiple meaning words.

Reading Comprehension

- Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension.
- Use appropriate strategies when reading for different purposes (e.g., full comprehension, locating information, personal enjoyment).
- Evaluate new information and hypotheses by testing them against known information and ideas.
- Distinguish between cause and effect and between fact and opinion in expository text.

Literary Response and Analysis

- Identify the main events of the plot, their causes, and how each influences future action(s).
- Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

WRITING

Writing Strategies

The Student Will:

- Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- Create multiple-paragraph compositions.
- Quote or paraphrase information sources, citing them appropriately.
- Use various reference materials as an aid to writing (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information).
- Demonstrate basic keyboarding skills and familiarity with the vocabulary or technology (e.g., cursor, software, memory, disk drive, hard drive).
- Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

Writing Applications

- Write narratives.
- Write responses to literature.
- Write information reports.
- Write summaries that contain the main ideas of the reading selection and the most significant details.

WRITTEN AND ORAL LANGUAGE CONVENTIONS

Sentence Structure Grammar, Punctuation, Capitalization, Spelling

The Student Will:

Have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling appropriate to their grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

The Student Will:

- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

Speaking Applications

- Make narrative presentations.
- Make informational presentations.
- Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
- Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

MATHEMATICS

Number Sense

The Student Will:

- Read and write whole numbers in the millions.
- Order, compare, and round whole numbers through millions and decimals to two places.
- Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand or hundred thousand.
- Interpret different meanings for fractions.
- Write tenths and hundredths in decimal and fraction notation and know fraction/decimal equivalents for halves and fourths. (e.g., $1/2=0.5$, $7/4=1-3/4=1.75$).

- Use concepts or negative numbers (e.g., on a number line, in counting, in temperature, "owing").
- Identify the relative position of fractions, mixed numbers, and decimals to two decimal places on a number line.
- Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
- Solve problems involving multiplication of multi-digit numbers by two-digit numbers.
- Solve problems involving division of multi-digit numbers by one-digit numbers.
- Know how to factor small whole numbers to 100.

Algebra and Functions

- Use and interpret variables, mathematical symbols and properties to write and simplify expressions and sentences.

Measurement and Geometry

- Measure the area of rectangular shapes using appropriate units.
- Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use these formulas to find the area of more complex figures by dividing them into parts with these basic shapes.
- Draw the points corresponding to linear relationships on graph paper (e.g., draw the first ten points for the equation $y = 3x$ and connect them using a straight line).
- Demonstrate understanding of plane and solid geometric objects. Use this knowledge to show relationships and solve problems.
- Visualize, describe and represent geometric solids (e.g., prisms, pyramids, etc). In terms of the number and shape of faces, edges and vertices; interpret two-dimensional objects; draw patterns (of faces) for a solid that when folded will make a model of the solid.

Statistics, Data Analysis, and Probability

- Organize, represent, and interpret numerical data and clearly communicate findings.
- Represent all possible outcomes for a simple probability situation in an organized way (e.g., tree diagrams, line plots, grids, tables).

Mathematical Reasoning

Solve problems using a 4-step process:

- Make decisions about how to approach problems.
- Use strategies, skills and concepts in finding solutions.
- Communicate results by justifying and explaining their process and solution.
- Determine a solution is complete and move beyond a particular problem by generalizing to other situations.

SCIENCE

Physical Science

The Student Will:

- Understand how to design and build simple, series, and parallel circuits by using components such as wires, batteries, and bulbs.
- Electric currents produce magnetic fields and how to build a simple electromagnet.

Life Sciences

- Understand producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs, and may compete with each other for resources in an ecosystem.
- Understand for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

Earth Sciences

- Understand how to differentiate among igneous, sedimentary, and metamorphic rocks by their properties and methods of formation (the rock cycle).
- Understand how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and homblende) and ore minerals using a table of diagnostic properties.

Science Process Skills (Investigation and Experimentation)

- Measure and estimate mass, length, and volume of objects using metric units.
- Conduct multiple trials to test a prediction and draw conclusions about the relationships between results and predictions.
- Follow a set of written and/or oral instructions for a scientific investigation.

SOCIAL SCIENCE

The Student Will:

- Demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- Describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- Explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood.
- Explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's.
- Understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution.