

4th grade Standards Analysis

History-Social Science

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
	4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. 1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. 2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. 3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation		

Science



**Unless otherwise specified, "descriptions" referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions.*

4-PS3-1 Energy		
Students who demonstrate understanding can: 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. <i>[Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]</i>		
The performance expectation above was developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. Use evidence (e.g., measurements, observations, patterns) to construct an explanation.	Disciplinary Core Ideas PS3.A: Definitions of Energy The faster a given object is moving, the more energy it possesses.	Crosscutting Concepts Energy and Matter Energy can be transferred in various ways and between objects.

Observable features of the student performance by the end of the grade:	
1	Articulating the explanation of phenomena
a	Students articulate a statement that relates the given phenomenon to a scientific idea, including that the speed of a given object is related to the energy of the object (e.g., the faster an object is moving, the more energy it possesses).
b	Students use the evidence and reasoning to construct an explanation for the phenomenon.
2	Evidence
a	Students identify and describe* the relevant given evidence for the explanation, including: i. The relative speed of the object (e.g., faster vs. slower objects). ii. Qualitative indicators of the amount of energy of the object, as determined by a transfer of energy from that object (e.g., more or less sound produced in a collision, more or less heat produced when objects rub together, relative speed of a ball that was stationary following a collision with a moving object, more or less distance a stationary object is moved).
3	Reasoning
a	Students use reasoning to connect the evidence to support an explanation for the phenomenon. In the explanation, students describe* a chain of reasoning that includes: i. Motion can indicate the energy of an object. ii. The faster a given object is moving, the more observable impact it can have on another object (e.g., a fast-moving ball striking something (a gong, a wall) makes more noise than does the same ball moving slowly and striking the same thing). iii. The observable impact of a moving object interacting with its surroundings reflects how much energy was able to be transferred between objects and therefore relates to the energy of the moving object. iv. Because faster objects have a larger impact on their surroundings than objects moving more slowly, they have more energy due to motion (e.g., a fast-moving ball striking a gong makes more noise than a slow-moving ball doing the same thing because it has more energy that can be transferred to the gong, producing more sound). [Note: This refers only to relative bulk motion energy, not potential energy, to remain within the DCI.] v. Therefore, the speed of an object is related to the energy of the object.

Opinion Writing

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

3rd Grade: W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B. - Provide reasons that support the opinion. W.3.1.C. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1.D - Provide a concluding statement or section.	4th Grade: W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1.A - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B - Provide reasons that are supported by facts and details. W.4.1.C - Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). W.4.1.D - Provide a concluding statement or section related to the opinion presented.	5th Grade: W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1.A - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1.B - Provide logically ordered reasons that are supported by facts and details. W.5.1.C - Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). W.5.1.D - Provide a concluding statement or section related to the opinion presented.
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Sample Standards Analysis for Reading Standard 2

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	3rd Grade	4th Grade	5th Grade
Informational Texts	RI.3.2 – - Determine the main idea of a text; - recount the key details and explain how they support the main idea.	RI.4.2 – - Determine the main idea of a text and explain how it is supported by key details; - summarize the text. -	RI.5.2- - Determine two or more main ideas of a text and explain how they are supported by key details; - summarize the text.
Literary Texts (Literature)	RL.3.2 – - Recount stories, including fables, folktales, and myths from diverse cultures; - determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2 – - Determine a theme of a story, drama, or poem from details in the text; - summarize the text.	RL.5.2 – - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; - summarize the text.

Using the Organization of the Reading Standards to Plan Questions and Instruction

RI.4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.10- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Planning for Instruction:		