

SPECTRUM[®]

Common Core Edition

Language Arts and Math

GRADE
4

Take the mystery out of
the Common Core while
supporting standards-
based learning



Includes over **100**
learning cards!

Parent-friendly
explanations of
Common Core
Standards

Skill-building
practice
activities

Ideas for
helping
your child
at home



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Introduction to the Common Core State Standards Grade 4

Why Are Common Core State Standards Important for My Child?

The Common Core State Standards are a set of guidelines that outline what children are expected to learn at school. Most U.S. states have voluntarily adopted the standards. Teachers, principals, and administrators in these states use the standards as a blueprint for classroom lessons, district curriculum, and statewide tests. The standards were developed by a state-led collaboration between the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA).

The Common Core Standards set high expectations for your child's learning. They are up-to-date with 21st century technology and draw on the best practices of excellent schools around the world. They focus on important skills in reading, language arts, and math. Common Core State Standards aim to ensure that your child will be college and career ready by the end of high school and able to compete in our global world.



What Are the Common Core State Standards for My Fourth Grade Student?

Common Core State Standards for your fourth grader are designed to build a solid foundation for reading, literacy, and mathematical understanding. On practice pages in this book, you will find references to specific Common Core Standards that teachers will expect your child to know by the end of the year. Completing activities on these pages will help your child master essential skills for success in fourth grade.

*A Sample of Common Core Language Arts Skills for Grade 4**

- Make inferences, or educated guesses, based on reading.
- Explain differences between poems, drama, and prose writing.
- Learn about problem/solution, cause/effect, and other ways to organize ideas logically.
- Read information presented in charts, graphs, and time lines.
- Write to give an opinion, share information, and tell stories.
- Understand and use prepositional phrases.
- Use commas and quotation marks correctly to write dialogue.

*A Sample of Common Core Math Skills for Grade 4**

- Solve multi-step word problems involving addition, subtraction, multiplication, and division.
- Work with number patterns.
- Compare two fractions to tell which is greater or less.
- Multiply fractions.
- Change fractions to decimals and decimals to fractions.
- Find the perimeter and area of rectangular shapes.
- Measure angles in degrees.

How to Use This Book

In this book, you will find a complete **Common Core State Standards Overview** for fourth grade English Language Arts (pages 6–9) and Math (pages 64–67). Read these pages to learn more about the Common Core Standards and what you can expect your child to learn at school this year.

Then, choose **Practice Pages** that best address your child's needs for building skills that meet specific standards. Help your child complete practice pages and check the answers.

Finally, assist your child in cutting apart the **Flash Cards** found at the back of the book. These handy cards, which provide even more practice with Common Core skills, are suitable for use at home or on the go.



At the bottom of each practice page, you will find a **Helping at Home** tip that provides fun and creative ideas for additional practice with the skill at home.

Common Core State Standards for English Language Arts*

The following parent-friendly explanations of fourth grade Common Core English language arts standards are provided to help you understand what your child will learn in school this year. Practice pages listed will help your child master each skill.

Complete Common Core State Standards may be found here: www.corestandards.org.

RL/RI.4 Reading Standards for Literature and Informational Text

Key Ideas and Details

(Standards: RL.4.1, RL.4.2, RL.4.3, RI.4.1, RI.4.2, RI.4.3)

Your child will answer questions about details and examples used in texts. He or she will explain what the text says directly and make inferences, or educated guesses, about what is not directly stated. • Practice pages: 10, 12, 13, 16, 18, 19, 21–26, 28–31, 44

Your child will summarize texts and describe their themes or main ideas.

• Practice pages: 11, 21

Your child will think about characters, settings, and events from stories. For example, he or she will describe a character's thoughts, words, and actions and explain what they say about that character. • Practice pages: 10, 12–16, 20

Your child will read about history, science, and technology and explain procedures, events, and ideas described in nonfiction articles. • Practice pages: 21–27, 30, 31

Craft and Structure

(Standards: RL.4.4, RL.4.5, RL.4.6, RI.4.4, RI.4.5, RI.4.6)

Your child will determine the meanings of words and phrases found in texts.

• Practice pages: 17, 22–25, 27, 30, 31, 57

Your child will read stories, plays, and poems and discuss the differences between them.

• Practice pages: 18, 19

Your child will think about whether ideas in an article are organized by time, cause/effect, compare/contrast, problem/solution, or another strategy. • Practice pages: 28, 29, 34

Your child will think about point of view and determine who is telling a story. He or she will compare stories told by first-person and third-person narrators. • Practice pages: 14, 15, 20

Your child will compare firsthand and secondhand accounts of the same event or topic.

• **Practice pages:** 32, 33

Integration of Knowledge and Skills

(Standards: RL.4.7, RL.4.9, RI.4.7, RI.4.8, RI.4.9)

Your child will make connections between a text and a visual presentation of the text. For example, your child will compare a story's text to its illustrations or to a movie version of the story. • **Practice pages:** 12, 13

Your child will read and understand information presented in charts, graphs, diagrams, time lines, etc. • **Practice pages:** 24–26, 28, 29

Your child will explain how an author uses reasons and evidence to back up his or her points.

• **Practice page:** 21

Your child will compare and contrast stories that have similar themes or compare and contrast similar stories from different cultures. • **Practice pages:** 14, 15

Your child will combine information from two different texts in order to speak or write knowledgeably about a topic. • **Practice pages:** 32, 33, 35

W.4 Writing Standards

Text Types and Purposes

(Standards: W.4.1, W.4.2, W.4.3)

Your child will state an opinion in writing, giving reasons and information to support the opinion. • **Practice pages:** 36, 37

Your child will write to provide facts and information about a topic.

• **Practice pages:** 35, 38, 39, 41, 42

Your child will write stories with descriptive details and clear sequences of events.

• **Practice pages:** 43–46

Production and Distribution of Writing

(Standards: W.4.5, W.4.6)

Your child will revise and edit writing to make sure it is correct, to make it more interesting, and to answer questions from readers. • **Practice pages:** 40, 47

Common Core State Standards for English Language Arts*

Your child will use technology, including the Internet, to produce and publish writing. He or she will learn keyboarding skills. • **Practice pages:** 40, 47

Research to Build and Present Knowledge (Standard: W.4.7)

Your child will gather ideas for writing by using a variety of sources to conduct research.
• **Practice pages:** 32, 33, 39, 41

L.4 Language Standards

Conventions of Standard English (Standards: L.4.1a, L.4.1b, L.4.1c, L.4.1d, L.4.1e, L.4.1f, L.4.1g, L.4.2a, L.4.2b, L.4.2c, L.4.2d)

Your child will learn to use relative, or non-specific, pronouns such as who and which and relative adverbs such as when and where. • **Practice page:** 48

Your child will use the progressive verb tense (example: I am walking) to indicate an action that is ongoing. • **Practice page:** 49

Your child will learn to use modal auxiliary verbs such as may and must to show mood or likelihood. • **Practice page:** 49

Your child will learn which adjectives should come first in a list of adjectives (example: little red bag, not red little bag). • **Practice page:** 51

Your child will learn to form prepositional phrases such as above the desk and for my friend.
• **Practice page:** 51

Your child will write complete sentences that include a subject and verb (example: I went home) and avoid sentence fragments (example: Went home) and run-on sentences (I went home she did, too). • **Practice page:** 50

Your child will learn the correct use of homophones (words that sound alike but have different spellings and meanings) and other words that are frequently confused (examples: to, too, two). • **Practice pages:** 18, 19, 51

Your child will use correct capitalization and punctuation. He or she will learn to use commas and quotation marks correctly when writing dialogue (example: He said, "Come here!").
• **Practice pages:** 44, 52, 53

Your child will check spelling carefully, using a dictionary when needed to look up the spellings of words. • **Practice page: 54**

Knowledge of Language
(Standards: L.4.3a, L.4.3b, L.4.3c)

Your child will choose words, phrases, and punctuation to convey ideas and feelings precisely. • **Practice pages: 55, 56**

Your child will think about times when informal language is OK and when more formal language is required. • **Practice page: 55**

Vocabulary Acquisition and Use
(Standards: L.4.4a, L.4.4b, L.4.5a, L.4.5b, L.4.5c, L.4.6)

Your child will search the surrounding text for context clues to the meaning of an unknown word. • **Practice pages: 17, 27, 57**

Your child will study prefixes, suffixes, and word roots from Greek and Latin. • **Practice page: 58**

Your child will study similes (example: as pretty as a picture), metaphors (example: the wind was a bully), and idioms (example: time to hit the sack). • **Practice pages: 59–61**

Your child will find antonyms (example: exhausted/energetic) and synonyms (example: exhausted/drained). • **Practice page: 62**

Your child will learn new words from reading, including specialized words from math, science, history, and other subject areas. • **Practice page: 63**

Read the story. Then, circle the phrase that completes each sentence.

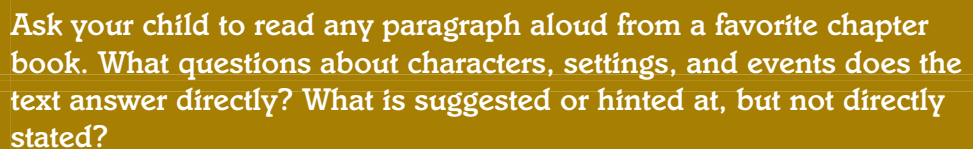
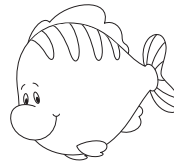
1. The Atkins family's vacation was going _____. 2. On their vacation, they were _____.

going camping

for a long weekend

in a lake

fell in the pond



Themes

Write the letter for the lesson that best describes the theme of each story.

A. If you are patient, your turn will come.

B. If you want to do well, keep practicing.

C. Being brave will help you achieve your goals.

- _____ 1. Bethany's friends talked on the phone and traded glittery stickers. Each afternoon, they took turns deciding how to spend their time. Bethany did not always like the activity, but she played anyway. She knew that her turn would arrive soon.
- _____ 2. Alex wanted to learn his multiplication tables. His friends knew how to multiply, and he wished that he could do it, too. Each day, he spent one hour studying his flash cards. By the end of the month, Alex was a multiplication expert!
- _____ 3. During the school play, Trey was scared to go on stage. But he took a deep breath and stepped onto the stage. He was a star!

Write a short story for each theme.

4. Telling the truth is very important. _____

5. Everyone makes mistakes. _____

6. Even if you lose, you might learn a valuable lesson. _____



Choose a common theme such as "don't give up" or "good wins over evil." Have fun with your child brainstorming stories that illustrate the theme. Stories may include those found in books, movies, and TV shows. Keep going with another theme.

Characters, Settings, and Events

Read the story below.

The Crow Who Brought the Daylight (An Inuit Story)

Long ago when the earth was first born, the Inuit people from the north lived in darkness. They did not mind because they thought everyone lived in darkness. But one day an old crow let something slip. He had flown all around the world and had seen daylight many times on his travels. When the Inuit people heard about daylight, they wanted it too.

"Think about all of the things we could do if we had daylight," the people said. "We could travel far. We would be safer. We could see polar bears coming. We could catch more fish." The people asked the old crow to fly out and bring them back daylight. He said that he was too old and too tired. But the people continued to beg. Finally, Crow agreed.

Crow flew east for a long time. He had nearly given up when he saw a faint flicker of daylight ahead of him. "Ah," said the tired crow. "There's the daylight the people want." As he continued flying, the sky got brighter and brighter. He finally landed in a tree near a river. He needed to rest after his long journey.

Crow watched a village girl take water from the river. Hoping to get warm, he turned himself into a speck of dust and floated down onto her warm fur coat. When she returned to her father's snow home, Crow floated off the girl's coat and into her young brother's ear. The boy started to cry.

"What's wrong?" his father asked.

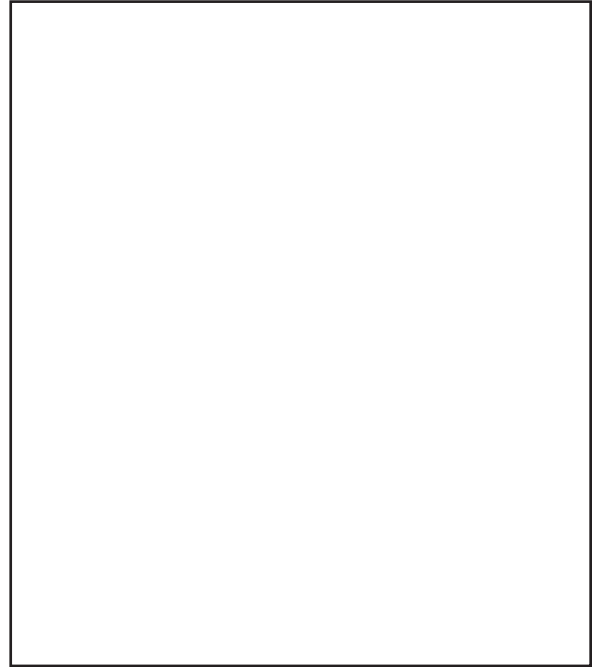
"Ask for a ball of daylight to play with," the speck of dust whispered.

The father was glad to give his favorite son a ball of daylight. He wanted him to be happy, and he had plenty of balls of daylight. The boy took the ball of daylight and left his snow home to play outside. That quickly, the speck of dust turned back into Crow again. He grabbed the ball of daylight in his claws and flew quickly up into the bright sky, heading west back to his people.

When he reached the land of the Inuit again, the people were waiting for him. "Quick!" they exclaimed. "Give us daylight!"

"I could only bring one ball back," Crow said. "There is only enough for half the year." The people didn't mind. They were glad for any daylight at all.

Crow dropped the ball to the ground, where it splintered into a thousand pieces of daylight. As the pieces shone upward, the land of the Inuit became bright and beautiful. The people could see for miles and miles. What a beautiful homeland they had!



Characters, Settings, and Events

Answer the questions with complete sentences.

1. On the previous page, draw an illustration for the story. Write a caption beneath it.
2. What are three things you could not do if you lived in total darkness?

3. Why do you think Crow was willing to go on such a long journey?

4. What would be the advantage to being able to change your shape like Crow did when he changed himself into a speck of dust? Explain.

5. Do you think a ball of daylight would be heavy or light? Explain.

6. Where do the Inuit people live? Use reference materials if you need to.



Ask your child to draw a detailed illustration of a favorite scene from a book or movie. Admire the finished artwork and ask, "What details about the story's characters, settings, and events are reflected in your illustration?"