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# Common Core State Standards

**English Answer Keys**

**Grade 4**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**

**Reading: Literature****RL.4.1 Assessment**

Responses May Vary. Responses should include an explanation of a portion of the text, as well as an inference, with examples.

**RL.4.2 Assessment**

Responses May Vary. Responses should include the theme of the text, with examples to support, as well as a summary.

**RL.4.3 Assessment**

Responses May Vary. Responses should include an explanation of a portion of the text, as well as an inference, with examples.

**RL.4.4 Assessment**

Responses May Vary. Responses should include words that allude to character traits, settings, and events in the text, and their meanings.

**RL.4.5 Assessment**

Responses May Vary. Responses should include explanations of the differences between poetry, drama, and prose.

**RL.4.6 Assessment**

Responses May Vary. Responses should include comparisons and contrasts between points of view in two similar stories or texts.

**RL.4.7 Assessment**

Responses May Vary. Responses should include similarities and differences between two presentations of the same story.

**RL.4.9 Assessment**

Responses May Vary. Responses should include comparisons and contrasts between two pieces of literature.

**RL.4.10 Assessment**

Responses will vary depending on books chosen, but check for accuracy in the story summaries.

**Reading: Informational Text****RI.4.1 Assessment**

Responses may vary but should include satisfactory text explanation and inference.

**RI.4.2 Assessment**

Responses may vary but should include the text's main idea and summary.

**RI.4.3 Assessment**

Responses may vary but should include explanation of an event, procedure, idea, or concept from the text and evidence to support it.

**RI.4.4 Assessment**

Responses may vary but should include grade-level vocabulary and meanings.

**RI.4.5 Assessment**

Responses may vary but should include the overall structure of the text and details.

**RI.4.6 Assessment**

Responses May Vary. Responses should compare 3 events or main points from 2 different texts.

**RI.4.7 Assessment**

Responses may vary but should contain key information and an explanation of how it was used to explain the text.

**RI.4.8 Assessment**

Responses may vary but should include key points and text evidence.

**RI.4.9 Assessment - Pages 1 & 2**

Responses may vary but should show the combined information of two texts on the same topic.

**RI.4.10 Assessment**

Responses will vary depending on books chosen, but check for accuracy in the story summaries.

**Reading: Foundational Skills****RF.4.3 Assessment**

Responses will vary. Students should record new words learned in two different stories or texts. Words should be analyzed for clues as to their meanings, and the real meanings should be written down.

**RF.4.4 Assessment**

Use the form and the directions on the following page to check for reading accuracy and comprehension. Keep a running record of each student's reading progress.

**Writing****W.4.1 Assessment**

Responses may vary. Piece should convey writer's opinion and include reasons and relevant information, be organized, and end with a concluding statement.

**W.4.2 Assessment**

Responses may vary. Piece should convey a particular topic and include reasons and relevant information, non-fiction structure, be organized, and end with a concluding statement.

**W.4.3 Assessment**

Responses may vary. Piece should convey an event, real or imagined, and include details and relevant information, include dialogue, be organized, and end with a conclusion.

**W.4.4 Assessment**

Responses may vary. Writing should be relevant to a particular audience and be organized.

**W.4.5 Assessment - Pages 1 & 2**

Responses may vary. Writing should be clear and be organized, and appropriate to the task, purpose, and audience.

**W.4.6 Assessment**

Responses may vary. Students should show growth of digital skills over time.

**W.4.7 Assessment**

Responses may vary. Students should use the checklist to help them organize their writing. Check to see if their plan came to fruition.

**W.4.8 Assessment**

Responses may vary. Students can use this organizer to help plan their research paper. This page allows them to sort by main ideas and details.

**W.4.9 Assessment A**

Responses may vary. Writing should include author's key points and reasons and evidence to support the points.

**W.4.9 Assessment B**

Responses may vary. Writing should include character analysis and text evidence to support the analysis.

**W.4.10 Assessment**

Students can use this log sheet to track their writing.

**Speaking and Listening****SL.4.1 Assessment**

Responses may vary. Students should show growth over time while working in groups.

**SL.4.2 Assessment**

Responses may vary. Source text should be satisfactorily paraphrased.

**SL.4.3 Assessment**

Responses may vary. Source text should be satisfactorily paraphrased.

**SL.4.4 Assessment**

Responses may vary. Students should cite their main points, information they wish to present, as well as on which parts to place emphasis.

**SL.4.5 Assessment**

Students can use this log to help plan and record a list of presentations.

**SL.4.6 Assessment****TOP SECTION:**

formal	informal	formal
formal	formal	informal
informal	informal	formal

**BOTTOM:**

Responses will vary.

**Language****L.4.1 Assessment A**

1. two too
2. why
3. where wear
4. whom
5. their
6. to
7. whose
8. we're
9. which that
10. who
11. they're
12. there
13. when

**L.4.1 Assessment B****TOP SECTION:**

Sentences may vary, but they should use the following verb forms:

1. walking
2. sleeping
3. eating
4. flying
5. yelling

**MIDDLE SECTION:**

Sentences will vary, but they should use each of these words in the sentences:

1. large, blue
2. red, ripe
3. dark, empty
4. sweet, little
5. shiny, new

**BOTTOM SECTION:**

Sentences will vary.

**L.4.1 Assessment C**

Sentences may vary but should include a prepositional phrase. Prepositional phrases should be underlined.

**L.4.2 Assessment**

Sentences may vary but should show evidence of understanding of the proper usage of capitalization, commas, quotation marks, and spelling.

**L.4.3 Assessment**

Students should use this checklist to keep track of their use of proper language in different situations.

**L.4.4 Assessment A**

Students can use this sheet to find unfamiliar words in informational texts and record their meanings.

**L.4.4 Assessment B**

Students can use this sheet to find unfamiliar words in informational texts, decode them, and record their meanings.

**L.4.5 Assessment A**

Students can use this sheet to find similes and metaphors and record their meanings.

**L.4.5 Assessment B**

Students can use this sheet to list idioms, adages, and proverbs and record their meanings.

**L.4.5 Assessment C**

Students can use this sheet to list synonyms and antonyms and record their meanings.

**L.4.6 Assessment**

Students can use this sheet to list content-specific vocabulary.



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# Common Core State Standards

**Math Answer Keys**

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**Operations and Algebraic Thinking**
**4.OA.1 Assessment**

1. 35
2. 54
3. 96
4. 130
5. 9 4 9
6. 9 9 9
7. 9 12 9
8. 11 7 11
9. 12 5 12
10. 21 4 21

**4.OA.2 Assessment**

1.  $23 \times 5 = 115$
2.  $7 \times 14 = 98$
3.  $(5 + 5) \times 6 = 60$
4.  $13 \times 4 = 52$
5.  $23 \times 4 = 92$

**4.OA.3 Assessment**

1.  $280/2=140-85=55+100=155$
2.  $45/9=5-1=4$
3.  $120+45+35=201-89=112/2=56$
4.  $14+21+(14/2)=42$
5.  $98+87+91+100+82=458/5=91.6$  (throw out the 73 before averaging)

**4.OA.4 Assessment**

1. composite 1, 2, 4, 8
2. 88 33
3. composite 1,2,3,6,9,18,27,54
4. 40 96
5. prime 1, 19
6. 36 90
7. prime 1, 13
8. 200, 160, 80
9. composite 1, 3, 9, 27
10. 72, 54, 63

**4.OA.5 Assessment**

Pattern rules are in ( )

1. 34, 68, 70, 140, 142 (+2,  $\times 2$ )
2. 52, 156, 151, 453, 448 (-5,  $\times 3$ )
3. 128, 64, 256, 128, 512 ( $\times 4$ ,  $\div 2$ )
4. 490, 1960, 1962, 7848 ( $\times 4$ , +2)
5. 1080, 1100, 2200, 2220, 4440 ( $\times 2$ , +20)

**Number and Operations in Base Ten****4.NBT.1 Assessment**

1. 10
2. 1000
3. 100
4. 100
5. 1000
6. 10
7. 10
8. 10
9. 10,000
10. 100

**4.NBT.2 Assessment**

1. 5 tens vs 5 hundreds
2. >
3. 49,308
4. 4x hundreds, 1x tens, 2x ones
5. 2 thousands vs 2 ten-thousands
6. 40 or 4 tens
7. 5x hundreds, 3x tens, 9x ones
8. 8 hundreds vs 8 ones
9. 10,000
10. >

**4.NBT.3 Assessment**

1. 65,400
2. 34,000
3. 130,000
4. 2,800
5. 172,000
6. 150,000
7. 12,800
8. 95,600
9. 334,000
10. 70,000

**4.NBT.4 Assessment**

1. 102
2. 659
3. 917
4. 8,846
5. 40,861
6. 25
7. 686
8. 308
9. 5,476
10. 17,731

**4.NBT.5 Assessment**

1. 90
2. 1,495
3. 15,498
4. 2,072
5. 4,510
6. 459
7. 4,354
8. 11,178
9. 33,960
10. 42,525

**4.NBT.6 Assessment**

1. 114
2. 283
3. 145
4. 3,497
5. 974
6. 933
7. 77
8. 835
9. 324
10. 3,207

**Number and Operations - Fractions**
**4.NF.1 Assessment**

Responses may vary. Responses should include a properly written fraction, its equivalent, an explanation of why they are equivalent, and a drawing that models it.

**4.NF.2 Assessment**

Responses may vary. Responses should indicate understanding of comparing fractions with different numerators and denominators.

**4.NF.3 Assessment**
**TOP SECTION:**

Responses may vary. Responses should show understanding of ways to decompose fractions.

**BOTTOM SECTION:**

$$1 \frac{5}{9} + 1 \frac{3}{9} = 2 \frac{8}{9}$$

$$1 \frac{5}{7} - 1 \frac{3}{7} = \frac{2}{7}$$

The bottom answer will vary. Check for accuracy.

**4.NF.4 Assessment**
**TOP SECTION:**

$$\frac{9}{7} = 9 \times \left(\frac{1}{7}\right)$$

$$\frac{4}{9} = 4 \times \left(\frac{1}{9}\right)$$

$$\frac{5}{4} = 5 \times \left(\frac{1}{4}\right)$$

$$\frac{8}{3} = 8 \times \left(\frac{1}{3}\right)$$

**MIDDLE SECTION:**

$$3 \times \frac{2}{5} = \frac{6}{5} = 1 \frac{1}{5}$$

$$4 \times \frac{4}{6} = \frac{16}{6} = 2 \frac{2}{3}$$

$$5 \times \frac{5}{9} = \frac{25}{9} = 2 \frac{7}{9}$$

$$6 \times \frac{3}{7} = \frac{18}{7} = 2 \frac{4}{7}$$

**BOTTOM SECTION:**

$$6 \times \frac{4}{6} = \frac{24}{6} = 4 \text{ lbs}$$

$$15 \times \frac{2}{3} = \frac{30}{3} = 10 \text{ songs}$$

**4.NF.5 Assessment**

$$1. \frac{52}{100} = \frac{13}{25}$$

$$2. \frac{36}{100} = \frac{9}{25}$$

$$3. \frac{24}{100} = \frac{6}{25}$$

$$4. \frac{40}{100} = \frac{2}{5}$$

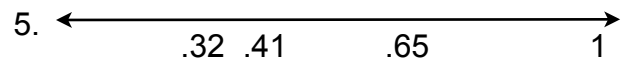
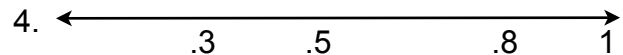
$$5. \frac{70}{100} = \frac{7}{10}$$

**4.NF.6 Assessment**

$$1. \frac{77}{100} \quad .77$$

$$2. \quad \frac{47}{100}$$

$$3. \quad .81$$


**4.NF.7 Assessment**

Remember that these answers must be rounded.

$$1. .47 > .38$$

$$2. 1.27 < 1.54$$

$$3. .33 > .18$$

$$4. 2.18 < 2.81$$

$$5. .01 < .02$$

$$6. 5.10 < 5.29$$

$$7. .82 = .82$$

$$8. .29 < .36$$

$$9. 5.22 > 4.99$$

$$10. .01 = .01$$

**Measurement and Data**
**4.MD.1 Assessment**
Length in Metric

<b>CM</b>	10	1	1/10	1/100
<b>DM</b>	100	10	1	1/10
<b>M</b>	1000	100	10	1
<b>KM</b>	1,000,000	100,000	10,000	1000

Length in Standard

<b>IN</b>	1	1/12	1/36	1/63,360
<b>FT</b>	12	1	1/3	1/5280
<b>YD</b>	36	3	1	1/1760
<b>MI</b>	63,360	5,280	1760	1

Weight in Metric

<b>G</b>	1000	1	1/1000	1/million
<b>KG</b>	1 million	1000	1	1/1000
<b>T</b>	1 billion	1 million	1000	1

Weight in Standard

<b>OZ</b>	1	1/16	1/32,000	
<b>LB</b>	16	1	1/2000	
<b>T</b>	32,000	2000	1	

**4.MD.2 Assessment**

- 11:05
- \$35.88
- 399 cm about 4 meters
- 36 legos
- 526 legs total, so 263 legs each floor

**4.MD.3 Assessment**

- A=1,035 sq ft P=136 ft
- 50, 75, & 75 ft P=250 ft
- A=64 sq ft P= 32 feet
- P=600 sq m Total A=40,000 sq m  
Steve's A=20,000 sq m
- P=288cm A=110x34 = 3740 sq cm

**4.MD.4 Assessment**
**GRAPH #1:**

- 100
- 15
- 75
- 25%

**GRAPH #2:**

- 200
- 50
- 190
- 50%

**4.MD.5 Assessment**

- angle should be over 180°
- 3/4 of a turn
- 1/2 of a turn
- angle should be between 90° and 180°
- angle should show 1/4 turn or 90°
- more than 180°

**4.MD.6 Assessment**

- about 40° acute
- (draw picture) right
- about 200° obtuse
- (draw picture) straight
- about 95° obtuse
- (draw picture) obtuse

**4.MD.7 Assessment**

- PIG = 159°
- MZP = 87°
- QYZ = 148°
- BNA = 90°
- LBA = 19°
- IGS = 50°

## Geometry

### 4.G.1 Assessment

Check to make sure the following have been drawn properly:

1. line segment GR with points on the ends
2. line segment PL with points on the ends
3. line ZD with arrows on the ends
4. line TC with arrows on the ends
5. angle WIQ with I as the vertex
6. angle MAP with A as the vertex
7. parallel lines GF and OQ
8. perpendicular lines SL and XJ
9. triangle GHT
10. rectangle LKYZ

### 4.G.2 Assessment

Responses will vary. Some suggested classifications may be:

- \*quadrilaterals vs. non-quadrilaterals
- \*rounded shapes vs. straight-edged polygons
- \*symmetrical vs. asymmetrical

### 4.G.3 Assessment

Answers from left to right by column. Also included are the number of symmetry lines that could be drawn.

<b>LEFT SIDE:</b>	<b>RIGHT SIDE:</b>
NO	YES (5 choices)
YES (4 choices)	NO
YES (1 choice)	YES(infinite choices)