



# Fourth Grade Reading

- We can recognize spelling patterns.
- We are learning to use structural analysis to help us read.
- We can use language structure to read multi-syllabic words in text.
- We can read fourth grade level texts.
- We are learning to adjust our reading rate based on purpose, text difficulty, form, and style.
- We are using the new words that we are learning. We are increasing our vocabulary.
- We listen to, read, and discuss familiar and challenging text.
- We use context clues to discover meanings of unfamiliar words.
- We can categorize key vocabulary and identify salient features.
- We can relate new vocabulary to familiar words.
- We can identify “shades of meaning” in related words (e.g., blaring, loud).
- We can discover meanings of unfamiliar words using our knowledge of base words and affixes.
- We can use our knowledge of antonyms, synonyms, homophones, and homographs to discover the meaning of words.
- We can determine the correct meaning of words with multiple meanings in context.
- We can discover meanings of words and find out alternate word choices by using a dictionary, thesaurus, and digital tools.
- We can identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps).
- We can identify the author’s purpose (e.g., to inform, entertain, explain) in text. We can identify how an author’s perspective influences text.
- We are learning to determine explicit ideas and information in a text, including the main idea, relevant supporting details, implied message and inference, and chronological order of events, summarizing, and paraphrasing.
- We can identify cause-and-effect relationships in text.
- We can identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.
- We can identify themes or topics across various fiction and non-fiction selections.
- We can compare and contrast elements in multiple texts (e.g., setting, characters, problems).
- We are learning various ways to repair comprehension when self-monitoring suggests confusion.
- We are learning to repair comprehension using rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
- We can read and distinguish among the genres and sub- genres of fiction, nonfiction, poetry, drama, and media.
- We can identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.
- We can identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language).
- We can identify an author’s theme, and use details from the text to explain how the author developed that theme.
- We can respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts).
- We can write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution.
- We are learning to identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.





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- We are learning that vocabulary and language patterns have changed in literary texts from the past to the present.
- We continue to build a core foundation of knowledge by selecting a balance of fictional materials to read (e.g., novels, mysteries, mythology, poetry), based on interest and teacher recommendations.
- We can locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
- We can use information from the text to answer questions related to explicitly stated main ideas or relevant details.
- We can organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.
- We can identify and explain the functions and characteristics of various types of text (e.g., reference, children's newspapers, practical/functional texts).
- We continue to build a core foundation of knowledge by selecting a balance of non-fictional materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations.





# Fourth Grade Writing

- We are learning to prewrite by producing ideas based on teacher-directed topics and personal interests.
- We are learning to prewrite by producing ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion).
- We are learning to prewrite by deciding the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece.
- We are learning to prewrite by creating a plan for writing that prioritize our ideas addressing the main idea and the logical sequence to present our ideas. We are learning various ways and tools (e.g., technology, graphic organizer, KWL chart, log) to organize our ideas.
- We can prepare a draft that focuses on the main idea by using a pre-writing plan. We can prepare a draft that develops supporting details that show an understanding of facts and/or opinions.
- We can prepare a draft by organizing information into a logical sequence and combining or deleting sentences to improve clarity.
- We are learning to create interesting leads in our draft writing by using quotations, questions, or descriptions.
- We are learning to revise our writing by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.
- We are learning to create clarity in our writing by deleting extraneous or repetitious information and by organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).
- We are learning to create precision and interest in our writing by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and by modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
- We can revise our writing by applying suitable tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- We can edit our writing for the correct use of spelling, using spelling rules, orthographic patterns, and using a dictionary, thesaurus, or other resources as necessary.
- We can edit our writing for the correct use of spelling using spelling generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, l before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes).
- We can edit our writing for correct capitalization of proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.).
- We can edit our writing for correct punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives.
- We can edit our writing for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions.
- We can edit our writing for correct subject/verb and noun/pronoun agreement in simple and compound sentences.
- We can edit our writing for correct end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
- We can prepare writing using technology in a final product format suitable to audience and purpose (e.g., manuscript, multimedia).
- We can use elements of spacing and design to improve the appearance of the final document and add graphics where appropriate.
- We can share our writing with the intended audience.
- We can write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.
- We can write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

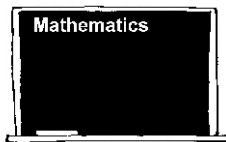




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- We can write in various informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals).
- We can record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.
- We can write informational/expository essays that contain introductory, body, and concluding paragraphs.
- We are learning to write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.
- We can write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.
- We are learning to write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea that is supported with arguments including detailed evidence.
- We are learning to write persuasive text (e.g., essay, written communication) that includes persuasive techniques (e.g., word choice, repetition, emotional appeal).
- We can demonstrate legible cursive writing skills.
- We can listen to information presented orally and show an understanding of key points.
- We are learning to plan, organize, and give an oral presentation and use suitable voice, eye, and body movements for the topic, audience, and occasion.
- We listen attentively to speakers and take notes as needed to ensure accuracy of information.
- We ask questions of speakers, using suitable tone and eye contact.
- We are learning to make formal and informal oral presentations for various purposes, audiences, and occasions, showing suitable language choices, body language, eye contact, gestures, and appropriate use of available technologies.
- We can read informational text and text features (e.g., format, graphics, legends, diagrams) and organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test).
- We can select a topic for inquiry. We can refine a predetermined search plan.
- We can apply evaluative criteria (e.g., readability, currency, accuracy) to selecting and using suitable resources.
- We can apply evaluative criteria (e.g., readability, currency, accuracy) to gathering and recording information. We can apply evaluative criteria (e.g., readability, currency, accuracy) to noting the difference between opinions and fact.
- We can communicate information in a report that includes main idea(s) and relevant details, with visual supports.
- We present quotes using ethical practices (e.g., avoids plagiarism) and can record basic bibliographic data.
- We can examine how ideas are presented in various print and nonprint media. We can recognize differences between logical reasoning and propaganda.
- We can recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages. We can create a media message for a specific purpose.
- We can use suitable technologies to improve communication and achieve a purpose (e.g., video, presentations).
- We can select and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.





# Fourth Grade Mathematics

- We can use and describe various models for multiplication in problem-solving situations.
- We can demonstrate our recall of basic multiplication and related division facts.
- We can multiply multi-digit whole numbers through four digits fluently. We can demonstrate our understanding of the method we use to multiply multi-digit whole numbers and we can check the reasonableness of the results. We are learning to solve real-world problems involving the multiplication of multi-digit whole numbers.
- We can use decimals through the thousandths place to name numbers between whole numbers.
- We can describe decimals as an extension of the base-ten number system.
- We can relate equivalent fractions and decimals with and without models, including locations on a number line.
- We can compare and order decimals, and estimate fraction and decimal amounts in real-world problems.
- We are learning to describe and determine the area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area.
- We can justify the formula for the area of the rectangle “area = base x height.”
- We are learning to select and use suitable units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.
- We are learning to produce algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.
- We can describe mathematics relationships using expressions, equations, and visual representations.
- We can recognize and write algebraic expressions for functions with two operations.
- We can classify angles of two-dimensional shapes using benchmark angles (i.e.,  $45^\circ$ ,  $90^\circ$ ,  $180^\circ$ , and  $360^\circ$ ).
- We can identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.
- We are learning to identify and build a three-dimensional object from a two-dimensional representation of that object and conversely.
- We can use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.
- We can use models to represent division as the inverse of multiplication. We can use models to represent division as partitioning. We can use models to represent division as successive subtraction.
- We can generate equivalent fractions.
- We can simplify fractions.
- We can find factors and multiples for specified whole numbers.
- We can relate halves, fourths, tenths, and hundredths to decimals and percents.
- We can estimate and describe the reasonableness of an estimate. We can determine the appropriateness of an estimate versus an exact answer.

