



4th Grade Standards-Based Report Card



Information for Parents Overview/Explanation

Every child grows and develops through stages at his/her own rate. Children in the same grade may differ widely. However, there are expectations (standards) for students to have mastered by the end of each year. This pamphlet reflects expectations in each curriculum area. The bold print on this document reflects the statements on the report card. The bullet points provide further explanation and concrete examples of each report card statement. Each trimester your child's teacher is looking for evidence that your child has mastered these skills so they can report that information to you. When families and teachers work together as partners, our children have the best opportunity to learn and succeed in school.



The State of Illinois requires that students receive instruction and master learning standards at each grade level. Achievement and learning behaviors are reported separately. A standards-based report card uses numerical levels to indicate performance based on student work when it is compared to models that meet the standards.

4 = Exceeds standard

3 = Meets standard

2 = Does not yet meet standard

1 = Warning: Significantly below standard

NA = Standard not addressed this trimester

ACADEMIC READINESS AND ENGAGEMENT

- **Prepared**
 - Follows teacher's instructions.
 - Brings necessary materials.
 - Completes assignments at home, when asked.
- **Participates**
 - Engages in class activities, both individually and with others.
 - Asks and answers questions.
 - Initiates discussions.
- **Collaborates**
 - Works in pairs or groups.
 - Shares responsibly and interacts respectfully.
 - Makes decisions with others through compromise and negotiation.
 - Completes tasks with others.

LIFE READINESS

- **Respectful**
 - Can explain and show appreciation for the rights of self and others.
 - Can empathize with people who are different from one's self.
 - Has a positive approach to working with others.
 - Is able to develop and maintain friendships.
- **Responsible**
 - Solves conflicts without adult assistance.
 - Can explain the cause and effects of conflicts.
 - Sets personal goals and monitors progress.
 - Listens to directions and follows school rules.
- **Safe**
 - Actively contributes to the safety of the school.
 - Works well with other students.
 - Can evaluate the effectiveness of rules and their consequences.
 - Can generate alternative solutions and evaluate consequences for a range of situations.

PLANNING INQUIRIES AND SOLVING PROBLEMS

Inquiry skills, science and engineering practices, and standards for mathematical practice.

- **Asking questions and making sense of problems:** Makes sense of problems, constructs compelling questions, and determine helpful types of sources.
 - **Inquiry Skill - Creating Essential Questions:** Develop essential questions and explain the importance of the question to self and others.
 - **Inquiry Skill - Creating Supporting Questions:** Create supporting questions to help answer essential questions in an inquiry.
 - **Inquiry Skill - Determining Helpful Sources:** Determine sources representing multiple points of view that will assist in answering essential questions.
- **Gathering sources and using evidence:** Gather sources to use as evidence in order to support claims.
 - **Inquiry Skill - Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.**
 - **Inquiry Skill - Developing Claims and Using Evidence:** Develop claims using evidence from multiple sources to answer essential questions.
- **Communicating conclusions and taking evidence-based action:** Make informed inferences, determines actions supported by evidence, and is able to critique the reasoning of others.
 - **Inquiry Skill - Communicating Conclusions:** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
 - **Inquiry Skill - Critiquing Conclusions:** Identify a range of local problems and some ways in which people are trying to address these problems.
 - **Inquiry Skill - Taking Informed Action:** Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.

PLANNING INQUIRIES AND SOLVING PROBLEMS (CONTINUED)

- **Perseverance and growth mindset:** Demonstrates perseverance throughout the learning process, seeking assistance and guidance in the face of adversity.

READING LEVEL

Reading below grade-level (BLW), reading at grade level (AT), or reading above grade-level (ABV).

- Measures may include: Lexile or Fountas and Pinnell.

INTEGRATED LITERACY

CROSSCUTTING CONCEPTS: Analyze texts, multimedia, and first-hand experiences through the appropriate Crosscutting Concept in order to make predictions or to draw inferences.

• Trimester One

- **Flows, Cycles, and Conservation:** Following an object, idea, or individual as it moves through a series of events noting the way it changes and the ways it remains the same.
- **Patterns:** Look for ways that things are the same, how things repeat in predictable ways, or how things can be grouped together.

• Trimester Two

- **Structure and Function:** Describe how the way things are designed relate to what they do.
- **Systems and System Models:** Describe how several parts work together to make something larger function.

• Trimester Three

- **Stability and Change:** Recognizing that some things stay the same while others change, and that while some things change quickly, others may change slowly.
- **Cause and Effect:** Identify relationships between events and explain why these relationships exist.
- **Scale, Proportion, and Quantity:** Recognize differences in size and amount between objects and the magnitude of the differences in size and amount.

SCIENCE CONCEPTS: Understands the concepts of life, physical, and earth/space science, and their interconnectedness.

• Trimester One

- **Physical Science:** Explain that the faster something is moving, the more energy it has.
- **Physical Science:** Explain that energy can be moved through sound, light, or electricity.
- **Physical Science:** Explain that energy is found in moving objects, sound, light, and heat.
- **Physical Science:** Explain that energy is transferred when two things run into each other, but some of the energy is transferred into the air creating light and/or heat.
- **Physical Science:** Explain that light transfers energy.
- **Physical Science:** Explain that energy can be transferred by electricity to make things move, make a sound, produce heat, or make light, and that energy can be created by making objects move.
- **Physical Science:** Explain that waves can be made in water by placing force on the surface.
- **Physical Science:** Explain that waves in water move only up and down, and that the water does not move forward except when it reaches a beach.
- **Physical Science:** Explain that waves can have different heights (amplitude) and spaces between them (wavelength).
- **Physical Science:** Explain that when two things hit each other, energy is transferred which changes how the objects move.
- **Physical Science:** Explain that the phrase “producing energy” just means turning energy into a useful form.
- **Earth and Space Science:** Explain that humans get their energy from many sources, and that use of these materials affects the environment. Some of these resources are renewable, while some are not.
- **Earth and Space Science:** Explain that canyons, mountains, etc. Were created by forces such as earthquakes.

• Trimester Two

- **Life Science:** Explain that plants and animals have parts which serve specific functions.
- **Life Science:** Explain that different parts of the body are designed to detect different things, and once they are detected, the brain is able to convert them into information.
- **Life Science:** Explain that animals use what they see around them and remember to determine what they do.

INTEGRATED LITERACY

SCIENCE CONCEPTS (CONTINUED):

• Trimester Three

- **Physical Science:** Explain that information can be transferred over long distances and not lose quality.
- **Physical Science:** Explain that cell phones and computers work by receiving digital signals and turning them into another form, and send signals by converting the signals into a digital signal.
- **Physical Science:** Explain that living things see when light from objects enters their eyes.
- **Earth and Space Science:** Explain that types of fossils help scientists determine the age of rocks.
- **Earth and Space Science:** Explain that rain changes the land and affects what types of things can live in an area, and that forms of water, wind, and living things break rocks and soil into smaller pieces and move them.
- **Earth and Space Science:** Explain that mountains, volcanoes, earthquakes et. are found in predictable locations, most of which are found along continent and ocean boundaries. Maps can be used to locate these features.
- **Earth and Space Science:** Explain that living things affect the areas in which they live.
- **Earth and Space Science:** Explain that there are lots of natural hazards, and while they cannot be prevented, humans can do things to reduce their impact.

SOCIAL SCIENCE CONCEPTS: *Understands the concepts of civics, economics and financial literacy, geography, history, and their interconnectedness.*

• Trimester 1

- **Geography: human population:** describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.
- **Geography: geographic representations:** construct and interpret maps of Illinois and the United States using various media.
- **Geography: human-environment interactions:** analyze how the cultural and environmental characteristics of places in Illinois change over time.
- **Economics: exchange and markets:** describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).
- **History: causation and argumentation:** explain probable causes and effects of events and developments in Illinois history.

- **Civics: civic and political institutions:** explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

• Trimester Two

- **Civics: civic and political institutions:** distinguish the responsibilities and powers of government officials at the local, state, and national levels.
- **Civics: participation and deliberation - applying civic virtues and democratic principles:** identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.
- **Economics: exchange and markets:** describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).
- **Economics: financial literacy:** explain that income can be saved, spent on goods and services, or used to pay taxes.
- **Civics: civic and political institutions:** explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- **Economics: financial literacy:** analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).
- **Economics: economic decision making:** explain how profits reward and influence sellers.

• Trimester Three

- **History: perspectives:** explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.
- **Economics: economics:** financial literacy: analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).
- **Economics: economics:** economic decision making: explain how profits reward and influence sellers.
- **Civics: participation and deliberation - applying civic virtues and democratic principles:** identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.

INTEGRATED LITERACY

SCIENCE CONCEPTS:

- **Trimester Three** (continued)
 - **Civics: processes, rules, and laws:** explain how rules and laws change society and how people change rules and laws in illinois.
 - **History: historical sources and evidence:** using artifacts and primary sources, investigate how individuals contributed to and the founding and development of illinois.

READING CONCEPTS: Reads closely to determine key ideas and details in a variety of grade level texts (Literature and Informational).

- Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determines a theme of a story, drama, or poem from details in the text; summarize the text.
- Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- Determines the main idea of a text and explains how it is supported by key details; summarize the text.
- Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

READING CONCEPTS: Uses knowledge of words to comprehend text.

- Determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- Explains major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compares and contrasts a firsthand and secondhand account of the same event or topic; describes the differences in focus and the information provided.

READING CONCEPTS: Integrates various print resources to make connections, comparisons, and understand text.

- Makes connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compares and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explains how an author uses reasons and evidence to support particular points in a text.
- Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.

FOUNDATIONAL LITERACY

In grade 4, student foundational literacy skills focus on the following criteria:

- Reads 4th grade material with purpose and understanding.
- Uses foundational literacy skills to decode (read) words.
- Reads between 84-104 words per minute by the end of trimester one.
- Reads between 110-130 words per minute by the end of trimester two.
- Reads between 123-143 words per minute by the end of trimester three.

WRITING

Writes opinion, informative/explanatory, and narrative pieces for a variety of audiences.

- Uses topic sentence, developed supporting information in a logical order, and a closing section to create a variety of writing genres.
- Conducts research.
- Draws evidence from text to support analysis, reflection, and research.

Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- Organizes ideas and writing.
- Communicates ideas clearly and logically.
- Stays on task and topic.
- Writes for specific purposes and stays on topic.
- Communicates to intended audience.

Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Edits writing.
- Adds details.
- Uses correct verb tenses, agreement, and conjunctions.
- Capitalizes titles.
- Uses commas and quotation marks in dialogue.
- Uses reference materials to correct and check spelling.
- Clarifies ideas.
- Gathers feedback to improve writing.

Uses technology to produce, publish writing, and collaborate with others.

- Uses the internet, Google, or microsoft for producing, publishing writing, and collaboration.

Writes routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

- Narrative, Opinion, Informative.
- Writing in response to reading.
- Communication (email, Google...)
- Builds stamina in writing to produce more ideas that are on task and topic.

Demonstrates use of standard English grammar when writing or speaking.

- Communicates effectively in formal and informal writing.
- Continues conversations through multiple exchanges.
- Asks and answers questions, gets clarification, elaborates as needed.
- Follows group norms for discussions.
- Speaks clearly and uses appropriate pace.
- Recounts stories and factual information appropriately.
- Explicitly refers to information when speaking within a discussion.

MATHEMATICS

In Grade 4, student learning focuses on three critical areas:

- Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.
- Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
- Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

MUSIC

Interprets, refines, and presents musical selections.

- Uses feedback to improve performance.
- Performs a variety of written music with appropriate expression and musicianship.
- Demonstrates understanding of music vocabulary and notation, including form.
- Revises personal musical ideas and justifies choices.

Creates and develops personal musical ideas.

- Creates music based on musical decisions.
- Improvises rhythms, melodies, and harmonies for a specific purpose.
- Justifies choices when creating improvising music.
- Notates or records musical ideas.

Responds to music using a variety of strategies.

- Selects music for a specific purpose and justifies choices.
- Uses musical knowledge and vocabulary to explain the impact of music choices in a composition.
- Identifies and demonstrates expressive qualities in music.
- Uses a rubric to evaluate a performance.

Explores connections between music and the world.

- Explains how music connects to society, culture, or personal experience.
- Identifies and explains the purpose of various types of music.
- Selects and shares music with peers.

VISUAL ARTS

Conceptualizes and generates artistic work.

- Uses a variety of media safely and correctly to create art for a personal portfolio.
- Creates art that conveys a specific thought or idea.
- Synthesizes ideas from a variety of sources and personal documentation and selects appropriate materials to create, prepare, and present art (curation).

- Works with others to solve artistic challenges and design problems.

Explores and demonstrates the relationship between art and the world.

- Describes the relationship between art and life experiences.
- Identifies places or objects of personal significance.
- Creates artwork based on observation places, objects, events, experiences, beliefs, and personal preferences.
- Explores the various uses of art throughout history, representing the role of art in various traditions.
- Explores the impact of art on various communities and cultures.

Applies criteria to analyze and interpret art.

- Compares and contrasts artwork from a variety of historical periods and cultures.
- Uses art vocabulary to talk about personal artistic choices.
- Uses art vocabulary and collected evidence to identify the context of an artwork, including the impact of venue on interpretation.
- Demonstrates understanding of the value of art (advocacy).

PHYSICAL EDUCATION

Demonstrates understanding of combined movement patterns, sequences, and concepts.

- Demonstrates control during combined and sequential movement patterns.
- Demonstrates control when using manipulative skills.
- Performs movement patterns at a moderate to vigorous level during physical activity.
- Demonstrates understanding of the principles of movement.

Demonstrates understanding of the Components of Fitness through goal setting and monitoring of progress during health-enhancing activities.

- Demonstrates understanding of the benefits of maintaining personal fitness.
- Sets a personal fitness goal and engages in regular physical activity to improve fitness.
- Monitors individual heart rate before, during, and after activity.
- Demonstrates understanding of the Components of Fitness.

Demonstrates understanding of safety procedures and cooperative strategies during activities and gameplay.

- Demonstrates of safety procedures during group activity and accepts responsibility for personal actions.
- Works independently or collaboratively to reach a goal during physical activity.
- Identifies offensive, defensive, and cooperative strategies during gameplay.

