# PRIORITY STANDARDS

Lindbergh Schools 25-26

4th Grade 25-26

| 4th Grade Math Proficiency Scale | | iReady Lesson |
|---|---|---|
| Numbers in Base Ten | • Multi-Digit Multiplication | Lessons: 11, 12,13 |
| | • Multi-Digit Division | Lessons: 14, 15 |
| Algebraic Thinking | • Multi Step Problem Solving | Lesson: 10 |
| | • Generate and Analyze Patterns | Lesson: 9 |
| Numbers Sense and Operations in Fractions | • Comparing and Ordering Fractions | Lessons: 17,18 |
| | • Operations with Fractions | Lessons: 19, 20, 21, 22 |
| Geometry and Measurement | • Customary and Metric Units | Lessons: 28, 29 |
| | • Area and Perimeter | Lesson: 16 |
| | • Two-Dimensional Shapes | Lesson: 33 |
| Data and Statistics | • Represent and Analyze Data | Lessons: 22<br>*3rd grade Lesson: 19 |

| Operations in Base Ten: Multidigit Multiplication | |
|---|---|
| **4.NBT.A.6: Multiply a whole number of up to four digits by a one-digit whole number and justify the solution**<br>**4.NBT.A.6: Multiply two two-digit numbers and justify the solution** | |
| 4.0<br>EE | *Examples could include:*<br>● Write and solve problems that include one variable<br>● Write a word problem using a given equation<br>● Analyze and evaluate errors in a given problem<br>● Multiply multi-digit whole numbers such as three-digit by two-digit<br>● Student can give the reasoning using math knowledge to explain *why* the problem was solved not just the steps taken |
| 3.0<br>ME | *The student will:*<br>☐ **Demonstrate fluency of basic multiplication facts of whole numbers**<br>☐ **Multiply a whole number of up to four digits by a one-digit whole number**<br>☐ **Multiply two two-digit numbers**<br>☐ **Justify the solution of a multiplication problem by identifying at least one strategy** (Ex. Illustrate and explain the calculation by using equations, rectangular arrays, area models and/or other methods, estimation, inverse operation)<br><br>***Fluency refers to accuracy and efficiency and does not require memorization** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *digit, whole number, place value, regroup, ones, tens, hundreds, thousands, factor, product, area model, array, sum*<br>● Accurately solve basic multiplication equations numbers 0-10 (Ex. Student may find the product using skip counting, equal groups, repeated addition, arrays, number line, etc) |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| Operations in Base Ten: Multidigit Division | |
|---|---|
| **4.NBT.A.7: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution.** | |
| 4.0<br>EE | *Examples could include:*<br>● Divide multi-digit whole numbers using a two-digit divisor and four-digit dividend<br>● Create a meaningful word problem with a given division equation.<br>● Analyze and evaluate errors in a given problem<br>● Correctly interpret remainder based on a given problem (Ex. A group of 155 students and 14 adults go on a field trip.They take 4 buses on the field trip.The people going on the field trip are divided as evenly as possible among the 4 buses. What is the greatest number of people on any of the 4 buses?) |
| 3.0<br>ME | ***The student will:***<br>☐ **Find whole-number quotients with up to three-digit dividends and one-digit divisors**<br>☐ **Find whole-number quotients with up to four-digit dividends and one-digit divisors**<br>☐ **Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors** (Remainders will be represented using R as opposed to a fraction or decimal)<br>☐ **Justify the solution of a division problem by using estimation or identifying at least one strategy (**Ex. Illustrate and explain the calculation by using equations, rectangular arrays, area models and/or other methods, estimation) |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *digit, whole number, place value, regroup, ones, tens, hundreds, thousands, divisor, dividend, quotient, remainder*<br>● Find whole-number quotients with up to two-digit dividends and one-digit divisors<br>● Consistently find the quotient of a division problem using an inefficient method. (Ex. repeated subtraction, drawing a picture, tally marks)<br>● Demonstrate understanding of basic division facts |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| Algebraic Thinking: Multi-Step Problem Solving | |
|---|---|
| **<u>4.RA.A.2:</u> Solve multi-step whole number problems involving the four operations and variables and use estimation to interpret the reasonableness of the answer.**<br>**<u>4.RA.A.3</u>: Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.** | |
| 4.0<br>EE | *Examples could include:*<br>● Write expressions with numbers using the order of operations (PEMDAS)<br>● Solve expressions with numbers using the order of operations<br>● Create a meaningful word problem with a given division equation<br>● Analyze and evaluate errors in a given problem |
| 3.0<br>ME | ***The student will:***<br>☐ **Solve multi-step whole number problems involving the four operations** (Ex. Cameron is baking for 8 friends. He is making 5 batches of cookies. Each batch has 12 cookies. How many cookies will each friend get?)<br>☐ **Represent these problems using equations with a letter standing for the unknown quantity.**<br>☐ **Solve for variables within a multi-step whole number problem**<br>☐ **Use estimation to interpret the reasonableness of the answer**<br>☐ **Justify the solution of a problem**<br>☐ **Justify and interpret remainders** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *addition, subtraction, multiplication and division, variable, product, quotient, sum, difference, numerical expression, equation*<br>● Identify the operation that is necessary to solve the equation<br>● Solve a one step word problem by creating an equation to solve for an unknown quantity. |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| Algebraic Thinking: Generate and Analyze Patterns | |
|---|---|
| **4.RA.C.6: Generate a number pattern that follows a given rule.**<br>**4.RA.C.7: Use words or mathematical symbols to express a rule for a given pattern.** | |
| 4.0<br>EE | *Examples could include:*<br>● Identifies an error and generates, explains, and extends numerical patterns that follow a given rule.<br>● Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. |
| 3.0<br>ME | ***The student will:***<br>☐ **Generate a number pattern when given the starting number and a rule**<br>☐ **Use words, equations, or symbols to express a rule for a given pattern** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *rule, pattern, input/output, equal groups of, missing value*<br>● Identify arithmetic patterns and explain the patterns using properties of operations<br>● Complete a pattern with missing numbers |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| **Operations in Fractions and Decimals: Comparing and Ordering Fractions** | |
|---|---|
| **<u>4.NF.A.2:</u> Recognize and generate equivalent fractions (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)**<br>**<u>4.NF.A.3:</u> Compare two fractions using the symbols >, = or <, and justify the solution** | |
| 4.0<br>EE | *Examples could include:*<br>● Explain that two fractions may represent an equivalent part of the same whole even though their numerators and denominators are different numbers (Denominators beyond 2, 3, 4, 5, 6, 8, 10, 12 and 100)<br>● Use knowledge of comparing fractions to solve real-world problems<br>● Analyze and evaluate errors in a given problem |
| 3.0<br>ME | *The student will:*<br>☐ **Determine and generate equivalent fractions**<br>☐ **Explain and/or show why two fractions are equivalent even though their numerators or denominators are different numbers**<br>☐ **Compare two fractions with unlike numerators and unlike denominator**<br>☐ **Compare two fractions using the symbols >, <, or = and justify the solution** (Ex. A student could determine that 5/4 > ⅞ because 5/4 is greater than 4/4 or 1 and ⅞ is less than 8/8 or 1)<br><br>***Limit denominators to 2, 3, 4, 5, 6, or 8, 10, 12, 100)** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *benchmark fraction, numerator, denominator, common denominator, like denominator, whole number, equivalent, unit fraction*<br>● Represent a given fraction using a model or diagram.<br>● Compare two fractions with the same denominator using >, = or <.<br>● Compare two fractions with the same numerator using >, = or <<br>● Describe the numerator as representing the number of pieces being considered (Ex. How many are purple? How many are missing? How many are striped?)<br>● Describe the denominator as the number of pieces that make the whole<br>● Compare fractions using a model (Limit denominators to 2, 3, 4, 6 or 8.) |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| **Operations in Fractions and Decimals: Adding, Subtracting, and Multiplying Fractions** | |
|---|---|
| **4.NF.B.6: Solve problems involving adding fractions and mixed numbers with like denominators**<br>**4.NF.B.6: Solve problems involving subtracting fractions and mixed numbers with like denominators., 1/(4 ) + 2/4 = 3/4;(e.g., 1/(4 ) + 2/4 = 3/4; 2 1/8 + 3/8 = 2 4/8; 3 1/3 + 2 2/3 = 5 3/3)**<br>**4.NF.B.8: Solve problems involving multiplication of a fraction by a whole number.** | |
| 4.0<br>EE | *Examples could include:*<br>● Solve problems, adding/subtracting fractions and mixed numbers with unlike denominators and justify the solution<br>● Estimate the sums and differences of fractions and decimals to the thousands place<br>● Simplifying fraction solutions<br>● Analyze and evaluate errors in a given problem |
| 3.0<br>ME | *The student will:*<br>☐ **Add fractions with like denominators to make a fraction or whole number**<br>☐ **Separate or decompose a whole number or fraction to make fractional parts** (Ex. 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8 = 17/8)<br>☐ **Solve problems involving the addition of mixed numbers with like denominators** (Ex. *¼ + 2/4 + ¾* ; *2 1/8 + 3/8 = 2 4/8; 3 1/3 + 2 2/3 = 5 3/3)*<br>☐ **Solve problems involving the subtraction of mixed numbers with like denominators**<br>☐ **Convert improper fractions to mixed numbers**<br>☐ **Convert mixed numbers to improper fractions** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *numerator, denominator, common denominator, like denominator, whole number, equivalent, unit fraction*<br>● Represent the addition of mixed numbers using a model or diagram<br>● Represent fractions with a numerator greater than one using models or diagrams<br>● Partition shapes into equal parts and determine whether or not a whole has been partitioned into equal portions |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| Geometry and Measurement: Customary and Metric Units | |
|---|---|
| **<u>4.GM.C.7:</u> Use the four operations to solve problems involving distances, intervals of time, liquid volume, weights of objects and money.** | |
| 4.0<br>EE | Examples could include:<br>● Convert measurements of capacity, length and weight within in the U.S customary system or metric system from smaller to larger units (Ex. 80 mm = ____ cm,)<br>● Analyze and evaluate errors in a given problem (Ex. Yesterday, Brittany ran less than 5 kilometers but more than 1,200 meters. How far could Brittany have run? Andrea says Brittany ran 1.5 kilometers. Steven says Brittany ran 3,200 meters. Who do you agree with and why?) |
| 3.0<br>ME | The student will:<br>❏ **Use the four operations to solve problems involving distances, intervals of time, liquid volume, weights of objects and money.**<br>❏ **Know relative sizes of measurement units within the U.S. customary system of units.**(Ex. inch, foot, yard, mile, ounce, cup, pint, quart, gallon, pound, ton)<br>❏ **Know relative sizes of measurement units within the Metric system of units.** (Ex. Millimeter, Centimeter, Meter, Kilometer, milliliter, liter, milligrams, grams, kilograms.)<br>❏ **Convert units of measure from larger to smaller units** (Ex.3 feet 1 inch = _____ inches, Ally has a piece of string that is 6 yards 2 feet long. How many inches of string does she have?) |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | The student will:<br>● Recall and recognize terms: *length, time, minute, hour, Millimeter, Centimeter, Meter, Kilometer, inch, foot, yard, mile, ounce, cup, pint, quart, gallon, milliliter, liter, pound, ton, quarter, dime, nickel, estimate, metric system, customary units*<br>● Use the four operations to solve one step problems involving lengths, liquid volumes or weights given in the same units<br>● Determine the appropriate tool for measuring liquid volume. (Ex.Which unit would be the best choice for measuring the liquid volume of a glass of water?)<br>● Determine the appropriate tool for measuring length.<br>● Determine the appropriate tool for measuring weight. |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| Geometry and Measurement: Area and Perimeter | |
|---|---|
| **4.GM.C.8: Apply the area and perimeter formulas for rectangles to solve problems.** | |
| 4.0<br>EE | *Examples could include:*<br>● Calculating volume of 3 dimensional shapes (v = b x h)<br>● Calculate the perimeter of irregular polygons or composite shapes<br>● Calculate the area of irregular polygons or composite shapes<br>● Design real world examples involving area and perimeter (Ex. Students make outdoor plans to figure out the perimeter for things such as a deck, sandbox, garden, fence, or basketball court.) |
| 3.0<br>ME | ***The student will:***<br>☐ **Calculate perimeter of a rectangle**<br>☐ **Calculate the area (base) of a rectangle**<br>☐ **Find the perimeter of a rectangle when one variable is missing** (Ex. Find the width of a rectangle when given the area and the length)<br>☐ **Find the area of a rectangle when one variable is missing** (Ex. Find the length of a rectangle when given the area and the width)<br>☐ **Explain that area measurements are expressed in square units**<br>☐ **Explain that perimeter measurements are expressed in units** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *perimeter, area, rectangle, length, width*<br>● Determine the area and/or perimeter of shapes using a model<br>● Find the area of a rectangle by tiling it with unit squares or use grid paper to count area<br>● Can determine perimeter only when all side values are given<br>● Can determine area only when length and width values are provided |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| Geometry and Measurement: Two- Dimensional Shapes | |
|---|---|
| **4.GM.A.2: Classify two-dimensional shapes by their sides and/or angles.**<br>**4.GM.B.4: Identify and estimate angles and their measure.** | |
| 4.0<br>EE | Examples could include:<br>● Create a drawing or map using and labeling two dimensional shapes and acute, right, obtuse, and straight angles.<br>● Analyze and evaluate errors in a given problem |
| 3.0<br>ME | The student will:<br>☐ **Classify two-dimensional shapes by their sides and/or angles** (Ex. acute equilateral triangle)<br>☐ **Classify two-dimensional shapes into more than one category**<br>☐ **List subcategories of quadrilaterals and their properties** (Ex. A rhombus is a parallelogram that has all congruent sides, a square and a rectangle both have 4 sides which means they are also quadrilaterals.)<br>☐ **Identify and locate acute, right, obtuse, straight angles in 2-dimensional shapes and figures**<br>☐ **Understand angles with reference to the degrees of a circle** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | The student will:<br>● Recall and recognize terms: *quadrilateral, square, parallelogram, rectangle, rhombus, trapezoid, right angle, obtuse angle, acute angle, equal, sides, length, congruent*<br>● Understand that shapes in different categories may share attributes but cannot identify an example<br>● Recognize and draw plane shapes having specified attributes such as a given number of sides or angles. |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| Data and Statistics: Represent and Analyze Data | |
|---|---|
| **4.DS.A.3: Analyze the data in a frequency table, line plot, bar graph or picture graph** | |
| 4.0<br>EE | *Examples could include:*<br>● Identify the mean of the data.<br>● Identify the outliers of the data.<br>● Display numerical data in dot plots, histograms, and box plots. |
| 3.0<br>ME | *The student will:*<br>☐ **Analyze data in a frequency table**<br>☐ **Analyze data in a line plot**<br>☐ **Analyze data in a bar graph**<br>☐ **Analyze data in a picture graph**<br>☐ **Determine the mode and range of data**<br>☐ **Identify characteristics in data such as how often values occur, observing patterns, developing questions, and making predictions** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: line plot, bar graph, picture graph, addition, and subtraction<br>● Understand bar graphs and solve problems using bar graphs<br>● Understand, solve problems, and read picture graphs<br>● Use addition and subtraction to solve questions and draw conclusions about graphs<br>● Read a T-Chart and count/read tally marks |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

Updated 6/4/2024
4th Grade

| Reading Proficiency Scales | |
|---|---|
| Reading Foundations | • Phonics and Word Analysis<br>• Vocabulary |
| Reading Fiction | • Summarizing<br>• Theme<br>• Character Analysis |
| Reading Nonfiction | • Text Structure<br>• Synthesizing and Evaluating Text |

| Reading Foundations: Phonics & Word Analysis | |
|---|---|
| **4.RF.3.A: Develop phonics in the reading process by decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.** | |
| 4.0<br>EE | *Examples could include:*<br>● Consistently applies word analysis skills in texts above grade level<br>○ Analyze and spell unfamiliar words using the root word, base word, prefix, or suffix |
| 3.0<br>ME | *The student will:*<br><br>**Develop phonics in the reading process.**<br>☐ **4.RF.3.A.a- Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.**<br>☐ **4.RF.3.A.b-Reading root words, prefixes, and suffixes and important words from specific content curricula.** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *syllable, prefix, suffix, base word, root word, multisyllabic word*<br>● Know root words and base words have meaning but do not typically stand alone (Ex. spect as in respect, graph as in graphic)<br>● Know strategies for decoding multisyllabic words |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

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| Reading Foundations: Vocabulary | |
|---|---|
| **<u>4.R.1.B.a:</u> Determining the meaning of academic English words derived from Latin, Greek, or linguistic root words and their prefixes and suffixes. Using conversational, general academic, and content-specific words and phrases.** | |
| 4.0<br>EE | *Examples could include:*<br>● Analyze Greek and Latin roots, prefixes, and suffixes and apply the meaning to familiar and unfamiliar words<br>● Demonstrate how the addition of a suffix changes the part of speech (Ex. Vacate (verb) - Vacation (noun) |
| 3.0<br>ME | *The student will:*<br>☐ **4.R.1.B.a: Identify the meaning of specific root words, prefixes, and suffixes.** (Ex. Greek root, graph, to understand the meaning of telegraph, photograph, autograph.)<br>☐ **4.R.1.B.b: Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.**<br>☐ **4.R.1.B.d: Identify the meaning of common idioms and figurative language** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *root, prefix, suffix, base*<br>● Recall the root words but not the meaning<br>● Recall the prefix but not the meaning (ex. Pre, non)<br>● Recall the suffix but not the meaning (ex. tion) |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

4th Grade 24-25

| Reading Fiction: Summarizing | |
|---|---|
| **<u>4.R.2.A.a:</u> Summarize and put in order the events in the plot and explain how past events impact future events.** | |
| 4.0<br>EE | *Examples could include:*<br>● Describe how a narrator's or speaker's point of view influences events<br>● Recognize foreshadowing |
| 3.0<br>ME | *The student will:*<br>☐ **4.R.2.A.a: Summarize and put in order the events in the plot and explain how past events impact future events**<br>❏ **Includes the story elements.**<br>❏ **Use strategies to determine relevant vs. irrelevant details** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *summarize, sequence, main idea, topic, theme, lesson, moral, story elements*<br>● Use strategies for inferring and drawing conclusions<br>● Identify the story elements related to the theme including: setting, plot, character, resolution/solution, problem/conflict<br>● Retell a story, recalling the main character and big events, in order |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

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| Reading Fiction: Theme | |
|---|---|
| **4.R.2.A.a: Identify the theme using details from the text by inferring, analyzing, and drawing conclusions.** | |
| 4.0<br>EE | *Examples could include:*<br>● Identify and explain multiple themes or moral lessons in a story or novel<br>● Identify similar themes or moral lessons across multiple stories or novels<br>● Provide evidence from the text to support themes or moral lessons across multiple stories or novels |
| 3.0<br>ME | *The student will:*<br>☐ **4.R.2.A.a: Explain the theme from a story, play, poetry, or novel and provide evidence from a variety of cultures and times.**<br>☐ **Identify several parts throughout a story that allude to the theme (going back to find these details at the end of reading)** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *theme, big idea, message, supporting details*<br>● Paraphrase the big idea/themes/messages and supporting details of texts<br>● Identify the theme of a story in a word or phrase (what a character has learned) |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

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| Reading Fiction: Character Analysis | |
|---|---|
| **4.R.2.A.: Describe the personality traits of characters from their thoughts, words, and actions** | |
| 4.0<br>EE | *Examples could include:*<br>● Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts<br>● Recognize hidden sides to characters. For example, the character might say or act as if he or she doesn't care, but the reader sees signs he or she really does.<br>● Recognize that several things can drive a character's words, actions or feelings and he or she is pulled in conflicting ways. |
| 3.0<br>ME | *The student will:*<br>☐ **4.R.2.A.b: Describe the personality traits of characters from their thoughts, words, and actions and how they change**<br>☐ **4.R.2.A.c: Describe the interaction of characters including the relationships and how they change**<br>☐ **4.R.2.C.a: Analyze how characters change from the beginning to the end of a play or film**<br>☐ **4.R.2.A.e: Compare and contrast the point of view of which stories are narrated and explain if the story is narrated in 1st or 3rd person** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: fiction, character, character traits, character motives, describe<br>● Use strategies for inferring about a character, but arrives at incorrect conclusion<br>● Choose the trait that best describes the character, given a list of character traits<br>● Identify the difference between a trait and a feeling<br>● Notice character(s) feelings and traits<br>● Discuss how a character(s) feels in a particular scene |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

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| Reading Nonfiction: Text Structure | |
|---|---|
| **4.R.3.B.c: Explain how an author uses language to present information to influence what the reader thinks or does.** | |
| 4.0<br>EE | *Examples could include:*<br>● Recognize exaggerated, contradictory, or misleading statements<br>● Recognize why a part of the text is important and think not only structurally about how the part goes with other parts, but also think about how the part advances the author's main ideas/claims |
| 3.0<br>ME | *The student will:*<br>☐ **4.R.3.B.c: Discuss why an author included one part of a text and how it can influence the reader** (Ex. figurative language, questions, sensory details)<br>☐ **4.R.4.A.d: Explain how text structures and graphics, in print and online, help readers comprehend text. Recognize that some parts of the text are important to the structure of the text (a solution to the problem, an effect of a cause, an answer to a question.)** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *influence, point of view, language, perspective, author's purpose*<br>● Identify the author's purpose and perspective<br>● Understand that points of view differ based on experience and perspective<br>● Describe how point of view affects how a text is written or told<br>● Determine the point of view<br>● Recognize your point of view and compare it to the author's point of view<br>● Explain what a particular word makes one feel, picture, or think about |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

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| Reading Nonfiction: Synthesizing and Evaluating Text | |
|---|---|
| **4.R.3.C. Develop and apply skills and strategies to comprehend, analyze, and evaluate text.** | |
| 4.0<br>EE | *Examples could include:*<br>● Explain what the text says explicitly as well as inferences drawn from the text<br>● Analyze multiple accounts (more than two) of the same event or topic, explaining similarities and differences in the point of view<br>● Infer using background knowledge not referenced in the text<br>● Connect several ideas across one text |
| 3.0<br>ME | *The student will:*<br>☐ **4.R.3.C.b: Explain explicit and implicit relationships among ideas in multiple texts. For example: synthesizing across 2 texts on a similar topic**<br>☐ **4.R.1.A.a: Refer to details and examples in a text when explaining what the text says (including text features as applicable)**<br>☐ **4.R.1.A.a: Draw conclusions and infer by providing text evidence** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms*: compare, contrast, similarity, difference, key detail, topic, firsthand, secondhand, point of view*<br>● Identify details that are in each text<br>● Compare and contrast the most important points and key details of the same topic from one point of view<br>● Identify the important details included in both texts |
| 1.0<br>AC | With support, little to no success |

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Updated 6/2025
4th Grade

| Writing Proficiency Scales | |
|---|---|
| Writing Process | • Revising and Editing |
| Narrative | • Narrative Writing |
| Opinion | • Opinion Writing |
| Informational | • Informational Writing |
| Language | • Grammar and Conventions<br>• Spelling |

| Writing Process: Revising & Editing | |
|---|---|
| **4.W.1.C. Reread, revise, and edit with assistance.** | |
| 4.0<br>(EE) | *Examples could include:*<br>● Revises for:<br>○ Maintains a consistent point of view throughout the piece<br>○ Uses figurative language appropriately across different genres<br>○ Independently uses a revising checklist to improve writing<br>● Edits for:<br>○ Chooses an organizational structure (description, sequence, cause/effect, problem/solution, or compare/contrast) and develops one main idea into a multi-paragraph piece<br>○ Organizes facts, details, and events into clear introduction, body, and conclusion paragraphs, using sources when appropriate<br>○ Writes with a clear purpose, organization, and audience in mind<br>○ Independently uses an editing checklist to strengthen writing |
| 3.0<br>(ME) | *The student will:*<br>☐ **Reread and revise drafts with assistance to develop and strengthen writing- showing evidence of adding, deleting, or changing text. Examples include:**<br>☐ Genre-appropriate features (sequencing, elaborating with details/facts, voice, and audience/purpose)<br>☐ Sentence structure<br>☐ Transition words<br>☐ Word choice related to topic<br>☐ **Edit (make corrections) for language conventions**<br>☐ Capitalize the beginning of sentences and proper nouns<br>☐ Use correct punctuation at the end of a sentence<br>☐ Correct sentence fragments and run-on sentences |
| 2.5<br>(NM) | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>(SD) | *The student will:*<br>● Recall and recognize terms: *revise, main idea, sequence, focus, beginning, middle, end, details/facts, word choice, transition, audience, purpose,* and *voice*<br>● Respond to questions and suggestions to clarify meaning<br>● Add details to sentence construction to strengthen writing<br>● Describe how sentence structure should be used. (Ex. capital letters and correct punctuation)<br>● Consult reference materials to check and correct spellings (Use a dictionary, other writing samples, ask a friend, use technology |
| 1.0<br>(AC) | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

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| Language: Grammar and Conventions | |
|---|---|
| **4.L.1.A: In speech and written form, apply standard English grammar.** | |
| 4.0<br>EE | *Examples could include:*<br>● Produce a variety of complex sentences in writing<br>● Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection<br>● Use relative pronouns and relative adverbs<br>● Shows understanding of using possessive with proper nouns (Ex. Harry Potter's broom (possessive)/ The Potters (plural))<br>● Use a comma to separate an introductory clause in a complex sentence (Ex. When I am thirsty, I go get a drink.)<br>● Write apostrophes in regular plural nouns to show possession (Ex. two dogs' toys) |
| 3.0<br>ME | *The student will:*<br>☐ **4.L.1.A.b: Use and order adjectives within sentences to conventional patterns (number, opinion, size, age, shape, color, proper adjective (eg, nationality, origin) purpose)** (Ex.I love that *beautiful old big green antique* car that always parked at the end of the street.<br>☐ **4.L.1.A.h Produces and expands the complete simple and compound sentences of all types**<br>☐ **4.L.1.B.c Insert a comma before a coordinating conjunction in a compound sentence**<br>☐ **4.L.1.B.e: Use correct capitalization in sentences including proper nouns**<br>☐ **4.L.1.B.b: Punctuate dialogue between two or more characters using correct punctuation** |
| 2.5- NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *adjective, noun, verb, adverb, conjunction, past, present, future, preposition, incomplete sentence and complete sentence*.<br>● Use regular and irregular verbs and simple verb tenses (Ex. walk-walked, drink-drank, see/saw/seen/seeing)<br>● Use complete subject and complete predicate in a sentence (Ex. The dog ate his bone.)<br>● Correctly uses adjectives to describe a noun in sentences<br>● Use subject/verb agreement in sentences (Ex. we eat, he eats)<br>● Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences (Ex. Please shut the door. The house is on fire!) |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

| Language: Spelling | |
|---|---|
| **4.L.1.B: In written text, apply punctuation, capitalization and spelling.** | |
| 4.0<br>EE | *Examples could include:*<br>● Demonstrates understanding of how prefixes and suffixes change pronunciation and parts of speech of words |
| 3.0<br>ME | ☐ **4.L.1.B.i: In written text use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to spell accurately unfamiliar multisyllabic words in context** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | ● Recall and recognize terms: *letter-sound correspondence, syllables, syllable patterns, multisyllabic words, root words, affixes, prefix, suffix*<br>● Use spelling patterns and generalizations to spell compound words |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

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4th Grade 25-26

| Narrative Writing | |
|---|---|
| **4.W.2.C Write fiction or nonfiction narratives and poems.** | |
| 4.0<br>EE | *Examples could include:*<br>● Uses foreshadowing<br>● Used some objects or actions as symbols to bring forth meaning<br>● Uses purposeful word choice to evoke emotions in the audience including figurative language<br>● The writer varied sentences (declarative, imperative, interrogative, and exclamatory) to create a pace and tone<br>● Uses advanced transition words (Ex.: however, although it was raining, nevertheless, similarly, in addition, all of a sudden, earlier I saw) |
| 3.0<br>ME | *The student will:*<br>☐ **4.W.2.C.b: Use narrative techniques, such as dialogue, motivation, and descriptions**<br>☐ **4.W.2.C.a: Establish a setting and situation/topic and introduce a narrator and/or characters**<br>☐ **4.W.2.C.c: Organize an event sequence that unfolds naturally to establish a beginning/middle/end**<br>☐ **4.W.2.C.d: Use a variety of transitions to manage the sequence of events** (Ex.: after we ate, a moment later, shortly after my nap, meanwhile)<br>☐ **4.W.2.C.e: Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms such as: *narrative, dialogue, description, narrator, character, sequence, transitions, audience, purpose*<br>● Attempt to use narrative techniques, such as dialogue and descriptions<br>● Drafts a narrative with a beginning/middle/end<br>● Use basic transition words and phrases to signal event order (Ex. before, later, after a while)<br>● Use basic sensory details |
| 1.0<br>AC | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

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| Opinion Writing | |
|---|---|
| **4.W.2.A: Write opinion texts.** | |
| 4.0<br>EE | *Examples could include:*<br>● State an opinion or establish a position and provide several reasons for the opinion/position supported by multiple facts and details<br>● Introduce a topic or text being studied using an introductory paragraph that clearly supports the writings purpose<br>● Quote direct text from a source: including accurate punctuation and gives credit to the source of direct quote.<br>● Research and rewrite information from a source in one own's language (paraphrase) |
| 3.0<br>ME | *The student will:*<br>☐ **4.W.2.A.b: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details**<br>☐ **4.W.2.A.c: Use specific and accurate words that are related to the topic, audience, and purpose**<br>☐ **4.W.2.A.d: Written in the student's own words (except when using a direct quotation)**<br>☐ **4.W.2.A.e: Reference the name of the authors or name of the source used for details or facts included in the text**<br>☐ **4.W.2.A.f: Use transitions to connect opinion and reasons** (Ex. for instance, to, in addition, in summary, in other words, in conclusion)<br>☐ **4.W.2.A.g: Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *opinion, thesis, reasons, examples, support, details, evidence, introduction, conclusion, transition words, claim and idea, position*<br>● State an opinion or establish a position and provide reasons for the opinion/position<br>● Write reasons or examples,with few supporting details, why readers should agree with the opinion and write at least several sentences about each reason.<br>● Organize the information so that each part of the writing was mostly about one thing.<br>● Use linking/transition words and phrases to signal order (Ex. first, then, next, also, finally)<br>● Provide evidence of a beginning, middle and concluding statement or paragraph<br>● Draft a complete paragraph from pre-writing<br>○ Write a topic sentence for each paragraph<br>○ Include facts or ideas within each paragraph<br>○ Include supporting details in the paragraph to support the main idea<br>○ Includes a concluding sentence to complete the paragraph |
| 1.0 | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed. |

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4th Grade 25-26

| Informational Writing | |
|---|---|
| **4.W.2.B Write informative/explanatory texts** | |
| 4.0<br>EE | *Examples could include:*<br>● Using different kinds of information to teach about the subject. Such as: little essays, stories, or how-to sections.<br>● Writing an introduction that helped readers get interested in and understand the subject<br>● Uses advanced transition words to connect thoughts and ideas such as: consequently, specifically, therefore, for this reason<br>● Writing uses text structures that support the topic. (Ex. cause/effect, problem/solution, sequence)<br>● Use a scholarly voice or teaching tone by using phrases such as: that means, let me explain |
| 3.0<br>ME | *The student will:*<br>☐ **4.W.2.B.a: Introduce a topic sentence in an introductory paragraph**<br>☐ **4.W.2.B.b: Develop the topic into supporting paragraphs from sources** (books, newspapers, digital media sources), **using topic sentences with facts, details, examples, and quotations**<br>☐ **4.W.2.B.c: Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose**<br>☐ **4.W.2.A.d: Written in the student's own words (except when using a direct quotation)**<br>☐ **4.W.2.B.e: Use grade-level appropriate transition words or phrases in each section to help readers understand how one piece of information connects with others.** (Ex. in addition, in summary, in other words, in conclusion)<br>☐ **4.W.2.B.f: Create a concluding paragraph related to the information** |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Recall and recognize terms: *informational, facts, details, examples, quotations, hook, lead, transition words, topic, main idea, supporting detail*<br>● Develop the topic with simple facts, definitions, details, and explanations<br>● Use basic transition words to connect ideas within categories of information (but, since, one example, for example) |
| 1.0 | With support, partial success at score 2.0 and score 3.0 content. |

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4th Grade- 25-26

| Science Priority Standards |
| --- |
| Developing and Using Models |
| Planning and Carrying Out Investigations |
| Constructing Explanations and Designing Solutions |

| Developing and Using Models | |
|---|---|
| **NGSS Practice 2: Use and construct models as helpful tools for representing ideas, explanations, and design solutions.** | |
| 4.0<br>(EE) | *Examples could include:*<br>• Developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. |
| 3.0<br>(ME) | *The student will:*<br>☐ Develop a model using an analogy, example, or representation to describe a scientific principle or design solution.<br>☐ Develop and/or use models to describe and/or predict phenomena.<br>☐ Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.<br>☐ Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system. |
| 2.5<br>(NM) | No major errors or omissions regarding score 2.0 content and partial success at a score of 3.0. |
| 2.0<br>(SD) | *The student will:*<br>• Using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. |
| 1.0<br>(AC) | With support, not assessing grade-level content at this time; partial understanding with extensive teacher support; significant growth needed |

| How the standard connects to science content units | |
|---|---|
| **Unit 17: Structure and Function**<br>○ An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2)<br>○ Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals can use their perceptions and memories to guide their actions. (4-LS1-2) | **Unit 19: Energy**<br>○ Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (4-PS4-1)<br>○ Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1) |

| Planning and Carrying Out Investigations | |
|---|---|
| **NGSS Practice 3: Planning and carrying out investigations to answer questions or test solutions, including investigations that control variables and provide evidence to support explanations or design solutions.** | |
| 4.0 (EE) | *Examples could include:*<br>● Create a primary source to show student understanding of current events<br>● Create multiple products to teach about one specific social studies topic |
| 3.0 (ME) | *The student will:*<br>☐ Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1)<br>☐ Make predictions about what would happen if a variable changes. |
| 2.5 (NM) | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0 (SD) | *The student will:*<br>● Planning and carrying out simple investigations. |
| 1.0 (AC) | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

| How the standard connects to science content units | |
|---|---|
| **Unit 18: Earth System**<br>○ Living things affect the physical characteristics of their regions. (4-ESS2-1) | **Unit 20: Energy**<br>○ Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-2), (4-PS3-3)<br>○ Light also transfers energy from place to place.<br>○ Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2), (4-PS3-4) |

| Constructing Explanations and Designing Solutions | |
|---|---|
| **NGSS Practice 6: Constructing explanations and designing solutions that specify variables that describe and predict phenomena, and designing multiple solutions to design problems.** | |
| 4.0<br>(EE) | *Examples could include:*<br>• Developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. |
| 3.0<br>(ME) | *The student will:*<br>☐ Use evidence (measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.<br>☐ Identify the evidence that supports particular points in an explanation.<br>☐ Apply scientific ideas to solve design problems.<br>☐ Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. |
| 2.5<br>(NM) | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>(SD) | *The student will:*<br>• Using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. |
| 1.0<br>(AC) | With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed |

| How the standard connects to science content units | |
|---|---|
| **Unit 18: Earth Systems**<br>○ Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)<br>○ The locations of mountain ranges, deep ocean trenches, A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (4-ESS3-2)<br>○ Testing a solution involves investigating how well it performs under a range of likely conditions. (secondary to 4-ESS3-2) | **Unit 20: Energy**<br>○ The faster a given object is moving, the more energy it possesses. (4-PS3-1)<br>○ Electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2), (4-PS3-4)<br>○ The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4) |

4th Grade- 24-25

| Social Studies Priority Standards |
| --- |
| Evaluate and Use Resources and Artifacts |
| Use Visual Tools |
| Understand and Support information in Sources |
| **Units** |
| Geography and Exploration |
| History and Government |
| Economics |

| Evaluating and Using Resources and Artifacts | |
|---|---|
| **4.TS.7.A.a/b- Select, analyze, and evaluate primary and secondary social studies sources with guidance and support and use artifacts to share information.** | |
| 4.0<br>EE | *Examples could include:*<br>● Create a primary source to show student understanding of current events<br>● Create multiple products to teach about one specific social studies topic |
| 3.0<br>ME | *The student will:*<br>☐ **Select, analyze, and evaluate primary and secondary social studies sources with guidance and support**<br>● *Content may include, but is not limited to:*<br>○ Reliable Online sources<br>○ Biographies/Autobiographies<br>○ Informational Texts<br>○ Magazines<br>○ Periodicals<br>○ National Archives website<br>☐ **Evaluate and use artifacts to share information on social studies topics**<br>● *Content may include, but is not limited to:*<br>○ Building structures and materials<br>○ Works of art and clothing representative of cultures<br>○ Fossils<br>○ Pottery<br>○ Tools |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Describe primary and secondary social studies sources in classroom discussion.<br>● Select and use artifacts to share information on social studies topics. |
| 1.0<br>AC | With support, not assessing grade-level content at this time; partial understanding with extensive teacher support; significant growth needed |

| How the standard connects to social studies content units | |
|---|---|
| **Unit 1: Geography and Exploration**<br><br>○ Identify different regions in the US and analyze how their characteristics affect people who live there (4.EG.5.F) | **Unit 2: History and Government**<br><br>○ Describe the events leading up to the American Revolution (4.H.3.C.a)<br>○ Describe how the Declaration of Independence, the Constitution, and the Bill of Rights affected the country as a whole and groups of people in the United States prior to 1800. This may include groups such as Native Americans, Loyalists, Patriots, enslaved and free African Americans, and women. (4.H.3.E.b)<br>○ Describe and explain the goal of the Bill of Rights to protect the basic rights and freedoms of individuals and explain how religious freedom, freedom of speech, and peaceful assembly are protected in that document. (4.PC.1.C.a) |

| Use Visual Tools | |
|---|---|
| **Use visual tools to communicate information and ideas.** | |
| 4.0<br>EE | *Examples could include:*<br>● Create multiple products to teach about one specific social studies topic |
| 3.0<br>ME | *The student will:*<br>☐ **4.TS.7.B.a- Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.**<br>● *Content may include, but is not limited to:*<br>○ Predictions - KWL charts, text features<br>○ Understanding - T Charts, notes, Venn diagrams, cause/effect charts<br>○ Communicating information - oral presentation, sharing in cooperative learning or peer groups, digital presentations, posters, timelines, etc.<br>☐ **4.TS.7.B.b- Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.**<br>● *Content may include, but is not limited to:*<br>○ Maps - regions of the United States, states and capitals of America, routes taken by early explorers, Revolutionary War battles, topography maps, thematic maps, Mississippi River, Missouri River, Ohio River<br>○ Graphs - venn diagram of different regions,<br>○ Timelines - early European exploration, events that led up to the Revolutionary War, and battles of the war<br>○ Charts - The taxes and laws that led to the Revolutionary War, Bill of Rights, Constitution<br>○ Diagrams - ships of exploration, Patriot and Loyalist soldier uniforms, details of our founding government branches |
| 2.5<br>NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0<br>SD | *The student will:*<br>● Use visual tools and informational texts to communicate information. |
| 1.0<br>AC | With support, not assessing grade-level content at this time; partial understanding with extensive teacher support; significant growth needed |

| How the standard connects to social studies content units | | |
|---|---|---|
| **Unit 1: Geography and Exploration**<br>○ Name and locate specific regions, states, capitals, river systems, and mountain ranges in the US based on historical or current topics. (4.EG.5.B)<br>○ Identify and compare physical characteristics of specific regions within the nation; Identify and compare diverse human geographic characteristics of the nation. (4.EG.5.C.a) | **Unit 2: History and Government**<br>○ Describe the events leading up to the American Revolution (4.H.3.C.a) | **Unit 3: Economics**<br>○ Compare and contrast saving and financial investment. (4.E.4.A.a)<br>○ Explain the relationship between profit and loss in economic decisions. (4.E.4.A.b) |

| Understanding and Supporting Information in Sources | |
|---|---|
| **Understanding and supporting facts, opinion bias, and points of view in sources.** | |
| 4.0 EE | *Examples could include:*<br>● Create texts which show bias to each position of a social studies issue.<br>● Research and defend the unpopular side of a social studies issue. |
| 3.0 ME | *The student will:*<br>☐ **4.TS.7.C-Distinguish between fact and opinion and recognize bias and point of view in social studies topics.**<br>● Content may include, but is not limited to:<br>○ Point of View: Students investigate a topic and then form an opinion and look at each side's point of view (ex. Patriot vs. Loyalist)<br>○ Use primary and secondary sources to evaluate information (primary sources may include: the Boston Massacre, Washington Crossing the Delaware, portrait of King George, United We Stand flag..)<br>○ Bias: Students investigate a topic but look at and develop an attitude based strictly on one side<br>☐ **Identify, research, and defend a point of view/position on social studies topic**<br>● Students can learn about any topic and defend a side based on the information they gained through the research process |
| 2.5 NM | No major errors or omissions regarding score 2.0 content and partial success at score 3.0. |
| 2.0 SD | *The student will:*<br>● Distinguish between fact and opinion and recognize bias and point of view in social studies topics |
| 1.0 AC | With support, not assessing grade-level content at this time; partial understanding with extensive teacher support; significant growth needed |

| How the standard connects to social studies content units | |
|---|---|
| **Unit 1: Geography and Exploration** | **Unit 2: History and Government** |
| ○ Identify different regions in the US and analyze how their characteristics affect people who live there. (4.EG.5.F)<br>○ Students describe the discovery and exploration of the Americas by Europeans prior to 1800, including basic knowledge of early explorers, their purposes for exploration, countries of origin, areas explored, routes taken, and general time of exploration. (4.H.3.A.b)<br>○ Explanation of why European explorers and early settlers would leave a place: lack of economic options in Europe, search for cheaper trade routes, access to goods not available in Europe, freedom from religious persecution, and search for quick wealth. (4.H.3.A.b) | ○ Identify historically significant individuals who contributed to early America (not yet established as a country) and the newly established United States through 1800. (4.PC.1.E.a)<br>○ Describe the contributions of the historically significant individuals in these time periods. (including those prior to the Revolutionary era.) (4.RI.6.A.a)<br>○ Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800. (4.H.3.B)<br>○ Describe how the Declaration of Independence, the Constitution, and the Bill of Rights affected the country as a whole and groups of people in the United States prior to 1800. This may include groups such as Native Americans, Loyalists, Patriots, enslaved and free African Americans, and women. (4.H.3.E.b) |