



PRIORITY STANDARDS

Lindbergh Schools 26-27

Reading

Reading Proficiency Scales	
Foundational Skills	• Phonics and Reading Process
Reading (Literary and informational)	• Vocabulary (F/NF) • Summarizing (F) • Theme (F) • Character Analysis (F) • Text Structure (NF) • Interpreting Text Features (NF) • Literary Techniques (NF)

Foundational Skills: Phonics & Reading Process

4.RF.3.A: Develop phonics in the reading process.

4.0 EE	<i>Examples could include:</i> - Consistently applies word analysis skills in texts above grade level - Analyze and spell unfamiliar words using the root word, base word, prefix, or suffix
3.0 ME	<i>The student will:</i> Develop phonics in the reading process. 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. 4.RF.3.A.b-Reading root words, prefixes, and suffixes and important words from specific content curricula.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> Recall and recognize terms: <i>syllable, prefix, suffix, base word, root word, multisyllabic word</i> Know root words and base words have meaning but do not typically stand alone (Ex. spect as in respect, graph as in graphic) Know strategies for decoding multisyllabic words
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

[Back to the top](#)

Reading: Vocabulary (F/NF)

4.R.1.B: Develop an understanding of vocabulary.

4.0 EE	<i>Examples could include:</i> - Analyze Greek and Latin roots, prefixes, and suffixes and apply the meaning to familiar and unfamiliar words - Demonstrate how the addition of a suffix changes the part of speech (Ex. vacate (verb) - vacation (noun))
3.0 ME	<i>The student will:</i> 4.R.1.B.a: Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes 4.R.1.B.b: Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words. 4.R.1.B.d: Identify the meaning of common idioms and figurative language 4.R.1.B.f: Using conversational, general academic, and domain-specific words and phrases
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> - Recognize or recall specific vocabulary such as: context, sentence level context, meaning, multiple-meaning word, homophone, prefix, suffix, root word, base word - Recognize or recall specific vocabulary such as: word, meaning, literal, nonliteral, phrases, figurative language
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Reading: Summarizing (F)

4.R.2.A.a: Summarize and put in order the events in the plot and explain how past events impact future events, and identify the theme.

4.0 EE	<i>Examples could include:</i> • Recognize foreshadowing • Compare and contrast the roles and functions of characters in various plots, their relationships and conflicts. • Explain the conflict, the solutions, and the theme or moral lesson in a story or novel.
3.0 ME	<i>In reading fiction, the student will:</i> • 4.R.2.A.a: Summarize and sequence the events/plot and explain how past events impact future events
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize terms: <i>summarize, sequence, main idea, topic, story elements, big idea, motivations, supporting details</i> • Summarize and sequence the events/plot (story elements) • Identify events and plot • Retell a story, recalling the main character and big events, in order • Summarize how past events impact future events
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

[Back to the top](#)

Reading: Theme (F)

4.R.2.A: Read, infer, analyze and draw conclusions using fiction texts including poetry and drama.

4.0 EE	<i>Examples could include:</i> - Identify and explain multiple themes or moral lessons in a story or novel - Identify similar themes or moral lessons across multiple stories or novels - Provide evidence from the text to support themes or moral lessons across multiple stories or novels
3.0 ME	<i>In reading fiction, the student will:</i> 4.R. 2. A.a: Identify the theme 4.R.1.A.a: Drawing conclusions by providing textual evidence of what the text says explicitly
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> - Recall and recognize terms: <i>theme, big idea, message, supporting details</i> - Paraphrase the big idea/themes/messages and supporting details of texts - Make connections among events or details to determine a theme
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Reading: Character Analysis (F)

4.R.2.A: Read, infer, analyze and draw conclusions using fiction texts, including poetry and drama.

4.0 EE	<i>Examples could include:</i> • Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts • 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. • Recognize that several things can drive a character's words, actions or feelings and he or she is pulled in conflicting ways.
3.0 ME	<i>In fiction texts, the student will:</i> • 4.R.2.A.b: Describe the personality traits of characters from their thoughts, words, and actions and how they change • 4.R.2.A.c: Describe the interaction of characters, including the relationships and how they change • 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 • 4.R.1.A.a: Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize terms: fiction, character, character traits, character motives, describe • Use strategies for inferring about a character, but arrives at incorrect conclusion • Choose the trait that best describes the character, given a list of character traits • Identify the difference between a trait and a feeling • Notice character(s) feelings and traits • Discuss how a character(s) feels in a particular scene
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

[Back to the top](#)

Reading: Interpreting Text Features (NF)	
4.R.3.A: Read, infer, and draw conclusions using text features in nonfiction text.	
4.0 EE	<i>Examples could include:</i> - Recognize exaggerated, contradictory, or misleading statements - 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 ME	<i>In nonfiction texts, the student will:</i> 4.R.3.A.a: Use multiple text features to locate information and gain an overview of the contents of text 4.R.3.A.c: Interpret and explain factual information presented graphically
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> - Make connections between two text features to interpret information - Understand how to read text features to find information - Apply thinking strategies to interpret information - Find patterns among information presented in multiple text features - Identify text and graphic features - Use features to identify the main idea or purpose of the text
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

[Back to the top](#)

Reading: Text Structure (NF)	
4.R.3.C: Read, infer, and draw conclusions using text structure in nonfiction texts.	
4.0 EE	<i>Examples could include:</i> - Recognize exaggerated, contradictory, or misleading statements - 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 - Analyze multiple accounts (more than two) of the same event or topic, explaining similarities and differences in the point of view - Analyze how the pattern of organization of a text influences the relationships amongst multiple texts
3.0 ME	<i>In nonfiction texts, the student will:</i> 4.R.3.C.b: Explain explicit and implicit relationships among ideas in multiple texts. Example stems: - How are the ideas presented in the two passages related? - What is the effect of ____? - According to the passage, what is the main problem? - How did the author present the information about ____? (problem/solution, cause/effect, compare/contrast)How does the author's choice of text structure help the reader understand the information? 4.R.1.A.a: Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> - Recall and recognize terms: <i>compare, contrast, description, problem, solution, cause, effect, chronological order</i>Identify causes of effects - Identify solutions to problems - Sequence events in chronological order - Compare and contrast a topic
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Reading: Literary Techniques (NF)	
4.R.3.B. Read, infer, and draw conclusions using literary techniques in nonfiction texts.	
4.0 EE	<i>Examples could include:</i> • Explain what the text says explicitly as well as inferences drawn from the text • Evaluate if the author's purpose was achieved and able to identify reasons of how by providing evidence
3.0 ME	<i>In nonfiction texts, the student will:</i> • 4.R.3.B.b: Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis • 4.R.3.B.c: Explain how an author uses language to present information to influence what the reader thinks or does
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Identify purpose of text (author's purpose) • Form different opinions about the text • Understand persuasive techniques: <i>emotion words, strong word choice, repetition, rhetorical questions, figurative language, point of view (firsthand/secondhand)</i> • Recognize the difference between fact and opinion
1.0 AC	With support, little to no success

Writing

Updated 6/2026

4th Grade

Writing Proficiency Scales	
Writing Process	• Revising and Editing • Research
Writing	• Narrative Writing
	• Opinion Writing
	• Informational Writing
Language	• Grammar and Conventions • Spelling

Writing Process: Revising & Editing

4.W.1.C. Reread, revise, and edit with assistance.

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

Writing Process: Research

4.W.3.A- Apply research process to use information from a variety of sources.

4.0 EE	<i>Examples could include:</i> • The student can analyze information across multiple sources to identify discrepancies or gaps in the data, resolving them through further targeted research. • The student can cross-reference a literary source (like a historical fiction novel) with informational texts to verify the historical accuracy of the setting or events. • The student can explain <i>why</i> they chose that specific source over another, and <i>why</i> the author's perspective matters to their research.
3.0 (ME)	<i>The student will:</i> • 4.W. 3. A.c- Identify a variety of relevant sources in literary and informational writing • 4.W. 3. A.g- Differentiated between paraphrasing and plagiarism when using ideas of others
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Decide which sources of information might be relevant to answer research questions • Determine the accuracy and relevance of information related to a selected question • Take simple notes in their own words • Understand the difference between copying answers from the text and putting information into their own words (paraphrase) • Sort notes/words into provided categories or organizers
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the top](#)

Language: Grammar and Conventions	
<u>4.L.1.A:</u> In speech and written form, apply standard English grammar.	
4.0 EE	<i>Examples could include:</i> • Produce a variety of complex sentences in writing • Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection • Use relative pronouns and relative adverbs • Shows understanding of using possessive with proper nouns (Ex. Harry Potter's broom (possessive)/ The Potters (plural)) • Use a comma to separate an introductory clause in a complex sentence (Ex. When I am thirsty, I go get a drink.) • Write apostrophes in regular plural nouns to show possession (Ex. two dogs' toys)
3.0 ME	<i>The student will:</i> • 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 <i>beautiful old big green antique</i> car that always parked at the end of the street. • 4.L.1.A.h Produces and expands the complete simple and compound sentences of all types • 4.L.1.B.c Insert a comma before a coordinating conjunction in a compound sentence • 4.L.1.B.e: Use correct capitalization in sentences including proper nouns • 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 SD	<i>The student will:</i> • Recall and recognize terms: <i>adjective, noun, verb, adverb, conjunction, past, present, future, preposition, incomplete sentence and complete sentence.</i> • Use regular and irregular verbs and simple verb tenses (Ex. walk-walked, drink-drank, see/saw/seen/seeing) • Use complete subject and complete predicate in a sentence (Ex. The dog ate his bone.) • Correctly uses adjectives to describe a noun in sentences • Use subject/verb agreement in sentences (Ex. we eat, he eats) • Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences (Ex. Please shut the door. The house is on fire!)
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Language: Spelling	
<u>4.L.1.B:</u> In written text, apply punctuation, capitalization and spelling.	
4.0 EE	<i>Examples could include:</i> Demonstrates understanding of how prefixes and suffixes change the pronunciation and parts of speech of words
3.0 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 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	- Recall and recognize terms: <i>letter-sound correspondence, syllables, syllable patterns, multisyllabic words, root words, affixes, prefix, suffix</i> - Use spelling patterns and generalizations to spell compound words
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

[Back to the top](#)

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

Opinion Writing

4.W.2.A: Write opinion texts.

4.0 EE	<i>Examples could include:</i> • State an opinion or establish a position and provide several reasons for the opinion/position supported by multiple facts and details • Introduce a topic or text being studied using an introductory paragraph that clearly supports the writings purpose • Quote direct text from a source: including accurate punctuation and gives credit to the source of direct quote. • Research and rewrite information from a source in one own's language (paraphrase)
3.0 ME	<i>The student will:</i> • 4.W.2.A.b: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details • 4.W.2.A.c: Use specific and accurate words that are related to the topic, audience, and purpose • 4.W.2.A.d: Written in the student's own words (except when using a direct quotation) • 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 • 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) • 4.W.2.A.g: Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize terms: <i>opinion, thesis, reasons, examples, support, details, evidence, introduction, conclusion, transition words, claim and idea, position</i> • State an opinion or establish a position and provide reasons for the opinion/position • Write reasons or examples, with few supporting details, why readers should agree with the opinion and write at least several sentences about each reason. • Organize the information so that each part of the writing was mostly about one thing. • Use linking/transition words and phrases to signal order (Ex. first, then, next, also, finally) • Provide evidence of a beginning, middle and concluding statement or paragraph • Draft a complete paragraph from pre-writing ○ Write a topic sentence for each paragraph ○ Include facts or ideas within each paragraph ○ Include supporting details in the paragraph to support the main idea ○ 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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[Back to the top](#)

4th Grade 26-27

Informational Writing	
4.W.2.B Write informative/explanatory texts	
4.0 EE	<i>Examples could include:</i> - Using different kinds of information to teach about the subject. Such as: little essays, stories, or how-to sections. - Writing an introduction that helped readers get interested in and understand the subject - Uses advanced transition words to connect thoughts and ideas such as: consequently, specifically, therefore, for this reason - Writing uses text structures that support the topic. (Ex. cause/effect, problem/solution, sequence) - Use a scholarly voice or teaching tone by using phrases such as: that means, let me explain
3.0 ME	<i>The student will:</i> 4.W.2.B.a: Introduce a topic sentence in an introductory paragraph 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 4.W.2.B.c: Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose 4.W.2.A.d: Written in the student's own words (except when using a direct quotation) 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) 4.W.2.B.f: Create a concluding paragraph related to the information
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> - Recall and recognize terms: <i>informational, facts, details, examples, quotations, hook, lead, transition words, topic, main idea, supporting detail</i> - Develop the topic with simple facts, definitions, details, and explanations - 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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[Back to the top](#)

Math

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

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 4.NBT.A.6: Multiply two two-digit numbers and justify the solution	
4.0 EE	<i>Examples could include:</i> • Write and solve problems that include one variable • Solving multi-step real-world problems involving multiplication • Comparing multiple strategies (area model vs. standard algorithm) and explaining efficiency • Write a word problem using a given equation • Analyze and evaluate errors in a given problem • Multiply multi-digit whole numbers such as three-digit by two-digit • Student can give the reasoning using math knowledge to explain <i>why</i> the problem was solved not just the steps taken
3.0 ME	<i>The student will:</i> • Demonstrate fluency of basic multiplication facts of whole numbers • Multiply a whole number of up to four digits by a one-digit whole number • Multiply two two-digit numbers • 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) *Fluency refers to accuracy and efficiency and does not require memorization Example learning targets: • I can multiply a multi-digit number by a one-digit number. • I can multiply two two-digit numbers. • I can use place value strategies or models to solve multiplication problems. • I can explain how I solved the problem and why it works.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize terms: <i>digit, whole number, place value, regroup, ones, tens, hundreds, thousands, factor, product, area model, array, sum</i> • 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) • Multiply one-digit by one-digit numbers (basic facts)
1.0 AC	With support, not assessing grade level content at this time; partial understanding with

	extensive teacher support; significant growth needed
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[Back to the top](#)

4th Grade 26-27

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 EE

Examples could include:

- Divide multi-digit whole numbers using a two-digit divisor and four-digit dividend
- Create a meaningful word problem with a given division equation.
- Analyze and evaluate errors in a given problem
- 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?)
- Solving **multi-step real-world problems involving division**

3.0 ME

The student will:

- **Find whole-number quotients with up to three-digit dividends and one-digit divisors**
- **Find whole-number quotients with up to four-digit dividends and one-digit divisors**
- **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)
- **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)
- Use multiplication to **check division answers**

Example learning targets:

- **I can divide a multi-digit number by a one-digit number.**
- **I can find the quotient and remainder.**
- **I can use different strategies to divide (models, partial quotients, standard algorithm).**
- **I can explain how I solved the problem and why it works.**
- **I can use multiplication to check my answer.**

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:

- Recall and recognize terms: *digit, whole number, place value, regroup, ones, tens, hundreds, thousands, divisor, dividend, quotient, remainder*

	• Find whole-number quotients with up to two-digit dividends and one-digit divisors • Consistently find the quotient of a division problem using an inefficient method. (Ex. repeated subtraction, drawing a picture, tally marks) • Demonstrate understanding of basic division facts • Know multiplication facts within 100 • Use multiplication to understand division
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

4th Grade 26-27

Algebraic Thinking: Multi-Step Problem Solving

4.RA.A.2: Solve multi-step whole number problems involving the four operations and variables and use estimation to interpret the reasonableness of the answer.

4.RA.A.3: Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.

4.0 EE	<i>Examples could include:</i> • Write expressions with numbers using the order of operations (PEMDAS) • Solve expressions with numbers using the order of operations • Creating their own multi-step word problems and solving them • Analyze and evaluate errors in a given problem • Generalizing problem-solving strategies across different contexts
3.0 ME	<i>The student will:</i> • 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?) • Represent these problems using equations with a letter standing for the unknown quantity. • Solve for variables within a multi-step whole number problem • Use estimation to interpret the reasonableness of the answer • Justify their solution using equations, models, or a written explanation • Justify and interpret remainders • Determine the correct sequence of steps to solve a problem Example learning targets: • I can solve multi-step word problems. • I can write an equation with a variable to represent a problem. • I can use addition, subtraction, multiplication, and division to solve problems. • I can use estimation to check if my answer makes sense. • I can explain what a remainder means in a problem. • I can explain how I solved the problem and why my answer is correct.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize terms: <i>addition, subtraction, multiplication and division, variable, product, quotient, sum, difference, numerical expression, equation</i> • Identify the operation that is necessary to solve the equation • Solve one-step word problems using any of the four operations • Identify key information in a word problem • Understand that a variable represents an unknown value
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Algebraic Thinking: Generate and Analyze Patterns

4.RA.C.6: Generate a number pattern that follows a given rule.

4.RA.C.7: Use words or mathematical symbols to express a rule for a given pattern.

4.0 EE	<i>Examples could include:</i> - Identifies an error and generates, explains, and extends numerical patterns that follow a given rule. - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Create their own pattern and write the rule using words and symbols - Solve problems involving patterns in real-world contexts Explain how a pattern changes and predict future values beyond given terms
3.0 ME	<i>The student will:</i> Generate a number pattern when given the starting number and a rule Use words, equations, or symbols to express a rule for a given pattern Identify the rule of a given pattern; Describe the rule using words, numbers, or symbols Example learning targets: I can create a number pattern using a rule. I can figure out the rules of a pattern. I can describe the rule using words or numbers. I can continue a pattern and find missing numbers.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> - Recall and recognize terms: <i>rule, pattern, input/output, equal groups of, missing value</i> - Identify arithmetic patterns and explain the patterns using properties of operations - Complete a pattern with missing numbers - Recognize and extend simple patterns (<i>ex: +2, +5 patterns</i>) - Skip count by: 2s, 5s, 10s - Organize patterns in lists and tables
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the top](#)

Operations in Fractions and Decimals: Comparing and Ordering Fractions	
4.NF.A.2: Recognize and generate equivalent fractions (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)	
4.NF.A.3: Compare two fractions using the symbols $>$, $=$ or $<$, and justify the solution	
4.0 EE	<i>Examples could include:</i> - 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) - Use knowledge of comparing fractions to solve real-world problems - Analyze and evaluate errors in a given problem Order three or more fractions from least to greatest - Solve real-world problems involving fraction comparison Explain equivalence using multiple representations: number lines, area models, equations
3.0 ME	<i>The student will:</i> Determine and generate equivalent fractions Explain and/or show why two fractions are equivalent even though their numerators or denominators are different numbers (Recognize that equivalent fractions represent the same value) Compare two fractions with unlike numerators and unlike denominators Compare two fractions using the symbols $>$, $<$, or $=$ and justify the solution (Ex. A student could determine that $\frac{5}{4} > \frac{7}{8}$ because $\frac{5}{4}$ is greater than $\frac{4}{4}$ or 1 and $\frac{7}{8}$ is less than $\frac{8}{8}$ or 1) Justify their reasoning using models, number lines, or equations *Limit denominators to 2, 3, 4, 5, 6, or 8, 10, 12, 100) Example learning targets: I can find equivalent fractions. I can compare fractions using $>$, $<$, or $=$. I can explain why two fractions are equal or not equal. I can show my thinking using a model or a number line.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> - Recall and recognize terms: <i>benchmark fraction, numerator, denominator, common denominator, like denominator, whole number, equivalent, unit fraction</i> - Represent a given fraction using a model or diagram. - Compare two fractions with the same denominator using $>$, $=$ or $<$. - Compare two fractions with the same numerator using $>$, $=$ or $<$ - Describe the numerator as representing the number of pieces being considered (Ex. How many are purple? How many are missing? How many are striped?) - Describe the denominator as the number of pieces that make the whole - Compare fractions using a model (Limit denominators to 2, 3, 4, 6 or 8.)
1.0 AC	With support, not assessing grade level content at this time; partial understanding with

extensive teacher support; significant growth needed

[Back to the top](#)

4th Grade 26-27

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

4.NF.B.6: Solve problems involving subtracting fractions and mixed numbers with like denominators., $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$; (e.g., $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$; $2\frac{1}{8} + \frac{3}{8} = 2\frac{4}{8}$; $3\frac{1}{3} + 2\frac{2}{3} = 5\frac{3}{3}$)

4.NF.B.8: Solve problems involving multiplication of a fraction by a whole number.

4.0 EE

Examples could include:

- Solve problems, adding/subtracting fractions and mixed numbers with unlike denominators and justify the solution
- Estimate the sums and differences of fractions and decimals to the thousands place
- Simplifying fraction solutions
- Analyze and evaluate errors in a given problem
- Solving **multi-step real-world problems involving fractions**
- **Creating their own word problems involving fraction operations**

3.0 ME

The student will:

- **Add fractions with like denominators to make a fraction or whole number**
- **Separate or decompose a whole number or fraction to make fractional parts** (Ex. $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8} = \frac{17}{8}$)
- **Solve problems involving the addition of mixed numbers with like denominators** (Ex. $\frac{1}{4} + \frac{2}{4} + \frac{3}{4}$; $2\frac{1}{8} + \frac{3}{8} = 2\frac{4}{8}$; $3\frac{1}{3} + 2\frac{2}{3} = 5\frac{3}{3}$)
- **Solve problems involving the subtraction of mixed numbers with like denominators**
- **Convert improper fractions to mixed numbers**
- **Convert mixed numbers to improper fractions**
- **Multiply a fraction by a whole number**
- **Solve word problems involving fraction operations**

Example learning targets:

- **I can add and subtract fractions with the same denominator.**
- **I can add and subtract mixed numbers.**
- **I can multiply a fraction by a whole number.**
- **I can solve word problems with fractions.**
- **I can explain how I solved the problem and why it works.**

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:

- Recall and recognize terms: *numerator, denominator, common denominator, like denominator, whole number, equivalent, unit fraction*
- Represent the addition of mixed numbers using a model or diagram
- Represent fractions with a numerator greater than one using models or diagrams
- Partition shapes into equal parts and determine whether or not a whole has been partitioned into equal portions

1.0 AC

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geometry and Measurement: Customary and Metric Units	
4.GM.C.7: Use the four operations to solve problems involving distances, intervals of time, liquid volume, weights of objects and money.	
4.0 EE	Examples could include: • 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,) • 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 ME	The student will: ☐ Use the four operations to solve problems involving distances, intervals of time, liquid volume, weights of objects and money. ☐ 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) ☐ Know relative sizes of measurement units within the Metric system of units. (Ex. Millimeter, Centimeter, Meter, Kilometer, milliliter, liter, milligrams, grams, kilograms.) ☐ 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?) Example learning targets: • I can solve measurement word problems using addition, subtraction, multiplication, or division. • I can figure out which operation to use. • I can solve multi-step problems involving time, money, or measurement. • I can explain how I solved the problem and why it makes sense.
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: • Recall and recognize terms: <i>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</i> • Use the four operations to solve one step problems involving lengths, liquid volumes or weights given in the same units • 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?) • Determine the appropriate tool for measuring length. • Determine the appropriate tool for measuring weight.
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geometry and Measurement: Area and Perimeter

4.GM.C.8: Apply the area and perimeter formulas for rectangles to solve problems.

4.0 EE	<i>Examples could include:</i> • Calculating volume of 3 dimensional shapes ($v = b \times h$) • Calculate the perimeter of irregular polygons or composite shapes • Calculate the area of irregular polygons or composite shapes • 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) • Explain relationships between area and perimeter
3.0 ME	<i>The student will:</i> • Calculate the perimeter of a rectangle • Calculate the area (base) of a rectangle • 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) • 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) • Explain that area measurements are expressed in square units • Explain that perimeter measurements are expressed in units • Determine whether a situation requires area or perimeter Example learning targets: • I can find the area of a rectangle using a formula. • I can find the perimeter of a rectangle. • I can solve word problems involving area and perimeter. • I can figure out whether to use area or perimeter. • I can explain how I solved the problem and why it works.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize terms: <i>perimeter, area, rectangle, length, width</i> • Determine the area and/or perimeter of shapes using a model • Find the area of a rectangle by tiling it with unit squares, or use grid paper to count area • Can determine the perimeter only when all side values are given • Can determine area only when length and width values are provided • Multiply single-digit numbers • Add multi-digit numbers
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

4th Grade 26-27

Geometry and Measurement: Two- Dimensional Shapes	
4.GM.A.2: Classify two-dimensional shapes by their sides and/or angles. 4.GM.B.4: Identify and estimate angles and their measure.	
4.0 EE	Examples could include: • Create a drawing or map using and labeling two dimensional shapes and acute, right, obtuse, and straight angles. • Analyze and evaluate errors in a given problem • Solving real-world or multi-step problems involving angles • Identifying angles in complex or composite figures
3.0 ME	The student will: • Classify two-dimensional shapes by their sides and/or angles (Ex. acute equilateral triangle) • Classify two-dimensional shapes into more than one category • 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) • Identify and locate acute, right, obtuse, and straight angles in 2-dimensional shapes and figures • Understand angles with reference to the degrees of a circle • Estimate the measure of angles Example learning targets: • I can classify shapes based on their sides and angles. • I can identify different types of angles. • I can estimate the size of an angle. • I can explain how I classified a shape.
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: • Recall and recognize terms: <i>quadrilateral, square, parallelogram, rectangle, rhombus, trapezoid, right angle, obtuse angle, acute angle, equal, sides, length, congruent</i> • Understand that shapes in different categories may share attributes but cannot identify an example • Recognize and draw plane shapes having specified attributes such as a given number of sides or angles. • Draw and recognize shapes in different orientations • Identify right angles in simple shapes
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

4th Grade 26-27

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 EE	<i>Examples could include:</i> • Identify the mean of the data. • Identify the outliers of the data. • Display numerical data in dot plots, histograms, and box plots. • Create their own graphs or tables from a data set • Solve multi-step problems involving data • Explain conclusions using evidence from data
3.0 ME	<i>The student will:</i> • Analyze data in a frequency table • Analyze data in a line plot • Analyze data in a bar graph • Analyze data in a picture graph • Determine the mode and range of data • Identify characteristics in data such as how often values occur, observing patterns, developing questions, and making predictions • Draw basic conclusions from data • Use data to support answers with evidence <i>Example learning targets:</i> • I can read data from graphs and tables. • I can answer questions about what the data shows. • I can compare values in a graph. • I can explain what the data means.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize terms: line plot, bar graph, picture graph, addition, and subtraction • Understand bar graphs and solve problems using bar graphs • Understand, solve problems, and read picture graphs • Use addition and subtraction to solve questions and draw conclusions about graphs • Read a T-Chart and count/read tally marks • Read simple graphs and answer one-step questions • Count and organize data into categories • Identify parts of a graph: title, labels, category, scale
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Science

Science Priority Standards
<u>Developing and Using Models</u>
<u>Planning and Carrying Out Investigations</u>
<u>Constructing Explanations and Designing Solutions</u>

Developing and Using Models

NGSS Practice 2: Use and construct models as helpful tools for representing ideas, explanations, and design solutions.

4.0 (EE)	<i>Examples could include:</i> Developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
3.0 (ME)	<i>The student will:</i> - Develop a model using an analogy, example, or representation to describe a scientific principle or design solution. - Develop and/or use models to describe and/or predict phenomena. - Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. - Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at a score of 3.0.
2.0 (SD)	<i>The student will:</i> Using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.
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 17: Structure and Function - An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2) - 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 - 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) - Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1)
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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)	<i>Examples could include:</i> - Create a primary source to show student understanding of current events - Create multiple products to teach about one specific social studies topic
3.0 (ME)	<i>The student will:</i> - Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1) - 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)	<i>The student will:</i> 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 Living things affect the physical characteristics of their regions. (4-ESS2-1)	Unit 20: Energy - 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) - Light also transfers energy from place to place. - 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)
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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 (EE)	<i>Examples could include:</i> Developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
3.0 (ME)	<i>The student will:</i> - Use evidence (measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. - Identify the evidence that supports particular points in an explanation. - Apply scientific ideas to solve design problems. - Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> Using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.
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 Systems

- 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)
- 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)
- Testing a solution involves investigating how well it performs under a range of likely conditions. (secondary to 4-ESS3-2)

Unit 20: Energy

- The faster a given object is moving, the more energy it possesses. (4-PS3-1)
- 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)
- The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4)

S.Studies

Social Studies Priority Standards
<u>Evaluate and Use Resources and Artifacts</u>
<u>Use Visual Tools</u>
<u>Understand and Support information in Sources</u>
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 EE	<i>Examples could include:</i> • Create a primary source to show student understanding of current events • Create multiple products to teach about one specific social studies topic
3.0 ME	<i>The student will:</i> • Select, analyze, and evaluate primary and secondary social studies sources with guidance and support • <i>Content may include, but is not limited to:</i> ○ Reliable Online sources ○ Biographies/Autobiographies ○ Informational Texts ○ Magazines ○ Periodicals ○ National Archives website • Evaluate and use artifacts to share information on social studies topics • <i>Content may include, but is not limited to:</i> ○ Building structures and materials ○ Works of art and clothing representative of cultures ○ Fossils ○ Pottery ○ Tools
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Describe primary and secondary social studies sources in classroom discussion. • Select and use artifacts to share information on 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 ○ 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 ○ Describe the events leading up to the American Revolution (4.H.3.C.a) ○ 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) ○ 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)
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Use Visual Tools

Use visual tools to communicate information and ideas.

4.0 EE	<i>Examples could include:</i> Create multiple products to teach about one specific social studies topic
3.0 ME	<i>The student will:</i> 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. <i>Content may include, but is not limited to:</i> - Predictions - KWL charts, text features - Understanding - T Charts, notes, Venn diagrams, cause/effect charts - Communicating information - oral presentation, sharing in cooperative learning or peer groups, digital presentations, posters, timelines, etc. 4.TS.7.B.b- Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding. <i>Content may include, but is not limited to:</i> - 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 - Graphs - venn diagram of different regions, - Timelines - early European exploration, events that led up to the Revolutionary War, and battles of the war - Charts - The taxes and laws that led to the Revolutionary War, Bill of Rights, Constitution - Diagrams - ships of exploration, Patriot and Loyalist soldier uniforms, details of our founding government branches
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> Use visual tools and informational texts to communicate information.
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	Unit 3: Economics
- 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) - Identify and compare physical characteristics of specific regions within the nation; Identify and compare diverse human	Describe the events leading up to the American Revolution (4.H.3.C.a)	- Compare and contrast saving and financial investment. (4.E.4.A.a) - Explain the relationship between profit and loss in economic decisions. (4.E.4.A.b)

geographic characteristics of the nation. (4.EG.5.C.a)		
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Understanding and Supporting Information in Sources	
Understanding and supporting facts, opinion bias, and points of view in sources.	
4.0 EE	<i>Examples could include:</i> • Create texts which show bias to each position of a social studies issue. • Research and defend the unpopular side of a social studies issue.
3.0 ME	<i>The student will:</i> • 4.TS.7.C-Distinguish between fact and opinion and recognize bias and point of view in social studies topics. • Content may include, but is not limited to: ○ 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) ○ 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..) ○ Bias: Students investigate a topic but look at and develop an attitude based strictly on one side • Identify, research, and defend a point of view/position on social studies topic • 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	<i>The student will:</i> • 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 ○ Identify different regions in the US and analyze how their characteristics affect people who live there. (4.EG.5.F) ○ 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) ○ 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)	Unit 2: History and Government ○ 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) ○ Describe the contributions of the historically significant individuals in these time periods. (including those prior to the Revolutionary era.) (4.RI.6.A.a) ○ 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) ○ 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)
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Supporting Standards

Supporting Standards

These DESE standards are an important part of instruction and are expected to be taught. While they support our priority standards, they will not be included on progress reports.

ELA Supporting Standards

4th Grade

4.R.1.B.e	Using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words
4.RF.4.A	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary
4.R.1.A.c	monitoring comprehension and making corrections and adjustments when understanding breaks down
<u>4.R.1.D.a</u>	Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate and responding to reading through talking or writing a. reading text that is developmentally appropriate b. producing evidence of reading
4.R.2.A.b 4.R.2.A.d	describe the personality traits of characters from their thoughts, words, and actions compare and contrast the adventures or exploits of characters and their roles.
4.R.1.C	Explain relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)
4.R.2.B	Read, infer, and draw conclusions to: a. explain structural elements of poetry
4.R.2.C	Read, infer, and draw conclusions to: a. analyze how characters change from the beginning to the end of a play or film b. explain structural elements of dramatic literature
4.R.3.A.b	describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure
4.R.3.C	Read, infer, and draw conclusions to: a. distinguish fact from opinion in a text and explain how to verify what is a fact

	c.explain author's purpose compare and contrast a firsthand and secondhand account of the same event or topic d. compare and contrast a firsthand and secondhand account of the same event or topic
4.R.3.B	Read, infer, and draw conclusions to: a.explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography b.analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis c.explain how an author uses language to present information to influence what the reader thinks or does
4.R.4.A	Read to develop an understanding of media and its components by: a.explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b.explaining how various design techniques used in media influence the message c.comparing various written conventions used for digital media d.explaining text structures and graphics features of a web page and how they help readers to comprehend text
4.R.4.A	Read to develop an understanding of media and its components by: a.explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b.explaining how various design techniques used in media influence the message c.comparing various written conventions used for digital media d.explaining text structures and graphics features of a web page and how they help readers to comprehend text
	Writing
4.W.1.A Pre-writing	Apply a writing process to develop a text for audience and purpose
4.W.1.D Publish and share	Apply a writing process to develop a text for audience and purpose
	Digital and Media Literacy
4.R.4.A	Read to develop an understanding of media and its components by:

	a.explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b.explaining how various design techniques used in media influence the message c.comparing various written conventions used for digital media d.explaining text structures and graphics features of a web page and how they help readers to comprehend text
	Speaking & Listening
4.SL.A.1 Listening for Purpose	a.following, generating, and justifying classroom listening rules B.posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others c.following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations
4.SL.A.2.a Listening for Entertainment	generating and following active listening rules, according to classroom expectations
4.SL.A.3 Collaborative Discussions	a.contributing to discussion after listening to others' ideas, according to classroom expectations b.expressing opinions of read-alouds and independent reading and relating opinion to others
4.SL.A.4 Presenting	A.paraphrasing portions of a text read aloud or information presented in diverse media and formats b.using efficient presentation skills with available resources c.incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d.giving a formal presentation to classmates, using a variety of media e.speaking with expression and fluency f.adjusting formal/informal language according to context and topic

Math Supporting Standards

4th Grade

4.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic up to one million
4.NBT.A.1	Round multi-digit whole numbers to any place
4.NBT.A.2	Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form
4.NBT.A.3	Compare two multi-digit numbers using the symbols $>$, $=$ or $<$, and justify the solution.
4.NBT.A.4	Understand that in a multi-digit whole number, a digit represents 10 times what it would represent in the place to its right.
NBT.4.A.5	Demonstrates fluency with addition and subtraction of whole numbers
4.RA.A.1	Multiply or divide to solve problems involving multiplicative comparison
4.RA.A:	Use the four operations with whole numbers to solve problems
4.RA.B	Work with factors and multiples
4.RA.B.1	Recognize that a whole number is a multiple of its factors and find the multiples for a given whole number
4.RA.B.2	Determine if a whole number within 100 is composite or prime and find all factor pairs for whole numbers within 100
4.NF.B	Extend understanding of operations on whole numbers to fraction operations
4.NF.B.4	Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole
4.NF.B.5	Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification

4.NF.B.6	Solve problems involving adding and subtracting fractions and mixed numbers with like denominators
4.NF.B.7	Apply and extend previous understanding of multiplication to multiply a fraction by whole number
4.NF.B.8	Solve problems involving multiplication of a fraction by a whole number
4.NF.C.11	Read, write, and identify decimals to the hundredths place using number names, base-ten numerals, and expanded form
4.NF.C.12	Compare two decimals to the hundredths place using the symbols $>$, $=$ or $<$
4.GM.C:	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
4.DS.A.1	Create a frequency table and/or line plot to display measurement data
4.DS.A.2	Solve problems involving addition and subtraction by using information presented in a data display

Social Studies Supporting Standards

4th Grade

4.H.3.E.b	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.PC.1.C.a	Describe and explain the goal of the Bill of Rights to protect basic rights and freedoms of individuals and explain how religious freedom, freedom of speech and peaceful assembly are protected in that document.
4.E.4.A.a	Compare and contrast saving and financial investment.
4.E.4.A.b	Explain the relationship between profit and loss in economic decisions. Define saving and financial investment Compare types of saving Define profit: what remains when cost has been subtracted from revenue Define loss: money that has been spent above the amount that was earned Use estimated profit or loss to make a business decision Explain how the potential for profit and/or loss drives economic decisions
4.EG.5.B	Name and locate specific regions, states, capitals, river systems and mountain ranges in the US based on historical or current topics.
4.EG.5.C.a	Identify and compare physical characteristics of specific regions within the nation; Identify and compare diverse human geographic characteristics of the nation.
4.EG.5.F	Identify different regions in the US and analyze how their characteristics affect people who live there
4.PC.1.E.a:	Identify historically significant individuals who contributed to early America (not yet established as a country) and the newly established United States through 1800
4.RI.6.A.a:	Describe the contributions of the historically significant individuals in these time periods
4.H.3.C.a:	Content includes a variety of explorers, such as: Founding Fathers King George III Pocahontas Squanto William Penn Nathanael Greene Abigail Adams Crispus Attucks

4.H.3.C.a:	Describe the events leading up to the American Revolution including: the creation of the founding documents Boston Tea Party Intolerable Acts writing of the Declaration of Independence the role of citizens in bringing about change
4.H.3.A.b:	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, search for quick wealth.
4.H.3.B:	Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800. Identify distinct cultural groups (Native Americans, European immigrants, enslaved and free African Americans, etc.) living in America prior to 1800. Describe how the groups interacted, both positively and negatively and the conflicts among the groups. The student should consider cause, effects, and resulting outcomes.

Science Supporting Standards

4th Grade

4.PS2.A.1	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion
4.PS2.A.2	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.]
4.PS2.B.1	Plan and conduct a fair test to compare and contrast the forces (measured by a spring scale in Newtons) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth).
4.PS2.B.2	Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.
4.PS3.A.1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
4.PS3.B.1	Provide evidence to construct an explanation of an energy transformation (e.g. temperature change, light, sound, motion, and magnetic effects)
4.PS3.B.2	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion of a vehicle, light, or sound; and, passive solar heater that converts light into heat. Examples of constraints could include materials, cost, or time to design the device.]
4.PS3.C.1	Use models to explain that simple machines change the amount of effort force and/or direction of force. [Clarification Statement: Memorization of a simple machine is not the focus. This concept builds on the application of force and motion.]
4.PS4.A.1	Develop a model of waves to describe patterns in terms of amplitude or wavelength and that waves can cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.]
4.LS1.A.1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.]
4.LS1.D.1	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.]
4.ESS1.C.1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells,

	indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.]
4.ESS2.A.1	Plan and conduct scientific investigations or simulations to provide evidence how natural processes (e.g. weathering and erosion) shape Earth's surfaces.
4.ESS2.B.1	Analyze and interpret data from maps to describe patterns of Earth's features.[Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]
4.ESS3.A.1	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.[Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.]
4.ETS1.A.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
4.ETS1.B.1	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
4.ETS1.C.1	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.