

<b>Fourth Grade I Can Statements Checklist: Reading Standards for Literature</b>		
RL.4.1	I can refer to details and examples of a text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.4.2a	I can analyze literary text development to determine the theme of a story, drama, or poem from the details in the text.	
RL.4.2b	I can analyze literary text development to summarize the text, incorporating a theme determined from details in the text.	
RL.4.2b	I can compare the theme of one text to the theme of another text previously read.	
RL.4.3	I can describe in depth a character in a story by using specific details in a text (e.g., a character's thoughts, words, or actions.)	
RL.4.3	I can describe in depth a setting in a story by using specific details in a text (e.g., a character's thoughts, words, or actions.)	
RL.4.3	I can describe in depth an event in a story by using specific details in a text (e.g., a character's thoughts, words, or actions.)	
RL.4.3	I can describe in depth a character in a drama by using specific details in a text (e.g., a character's thoughts, words, or actions.)	
RL.4.3	I can infer and analyze a character's inner motivations based upon thoughts, words or actions.	
RL.4.3	I can describe in depth a character in a drama by using specific details in a text (e.g., a character's thoughts, words, or actions.)	
RL.4.3	I can describe in depth a setting in a drama by using specific details in a text (e.g., a character's thoughts, words, or actions.)	

RL.4.3	I can describe in depth an event in a drama by using specific details in a text (e.g., a character's thoughts, words, or actions.)	
RL.4.3	I can analyze how the inclusion of a particular event in a drama moves the plot of the story forward.	
RL.4.4	I can determine the meaning of words as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean.)	
RL.4.4	I can determine the meaning of phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean.)	
RL.4.4	I can develop an argument as to whether the reference to mythological characters in a text communicates the author's message effectively (providing examples to support the argument.)	
RL.4.4	I can determine the meaning of words and phrases used in mythology.	
RL.4.5	I can explain major differences between poems, drama, or prose.	
RL.4.5	I can refer to the structural elements of poems (e.g., verse, rhythm, and meter) when writing or speaking about a text.	
RL.4.5	I can refer to the structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
RL.4.6	I can explain the differences in the point(s) of view in a text and different perspectives of the characters.	
RL.4.7	I can make connections between the text of a story or drama and a visual or oral presentation of a text.	
RL.4.7	I can identify where the text of a story or drama and the visual or oral versions of the text each reflect specific descriptions and directions in the text.	

RL.4.7	I can develop an argument as to which version of a story or drama (visual, oral, written, text) communicates the author's message most effectively (providing examples to support the argument.)	
RL.4.7	I can identify how each version of a story reflects specific descriptions and directions in the text.	
RL.4.8	(Not applicable to literature)	
RL.4.9	I can compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths and traditional literature from different cultures.	
RL.4.9	I can compare and contrast the treatment of patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.	
RL.4.9	I can describe and illustrate how the treatment of patterns is used to teach the messages found in stories, myths and traditional literature from different cultures.	
RL.4.10	By the end of the year, I can read and comprehend literature of the 4-5 grade-level text complexity band proficiently, with scaffolding as needed at the higher end of the range.	
RL.4.10	I can activate prior knowledge and draw on previous experiences in order to make text-to-self connections and comparisons.	
RL.4.10	I can activate prior knowledge and draw on previous experiences in order to make text-to-text connections and comparisons.	

<b>Fourth Grade I Can Statements Checklist: Reading Standards for Informational Text</b>		
RI.4.1	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.4.2a	I can analyze informational text development to determine the main idea of a text and explain how it is supported by key details.	
RI.4.2b	I can analyze informational text development to provide a summary of the text that includes the main idea and key details as well as other important information.	
RI.4.3	I can explain events in a historical text, including what happened and why, based on specific information in the text.	
RI.4.3	I can analyze a historical text to determine the most impactful event in a series of events and conduct further research on that particular event.	
RI.4.3	I can explain procedures in a scientific text, including what happened and why, based on specific information in the text.	
RI.4.3	I can explain ideas or concepts in a technical text, including what happened and why, based on specific information in the text.	
RI.4.3	I can create my own synthesized version of a technical text, using key vocabulary and 4th-grade friendly explanations of concepts in the text--including important "what and why" details from the original text.	
RI.4.4	I can determine the meaning of general academic words or phrases in a text relevant to grade 4 topics or subject areas.	

RI.4.4	I can determine the meaning of domain-specific academic words or phrases in a text relevant to grade 4 topics or subject areas.	
RI.4.4	I can assess a grade 4 text to determine the most important words or phrases and then create a 4th-grade friendly glossary to define them.	
RI.4.5	I can describe the overall structure (e.g., chronology) of events, ideas, concepts, or information in a text or part of a text.	
RI.4.5	I can describe the overall structure (e.g., comparison) of events, ideas, concepts, or information in a text or part of a text.	
RI.4.5	I can describe the overall structure (e.g., cause/effect) of events, ideas, concepts, or information in a text or part of a text.	
RI.4.5	I can describe the overall structure (e.g., problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
RI.4.5	I can describe what an author would have to do to change the overall structure of a text to a different structure successfully--while still retaining meaning and clarity.	
RI.4.6	I can compare and contrast between a firsthand and secondhand account of the same event or topic.	
RI.4.6	I can describe the differences in perspective and information provided in a firsthand and secondhand account of informational text about the same event or topic.	
RI.4.7	I can interpret information presented visually in a diagram, timeline, animation, chart, or graph and explain how the information contributes to an understanding of the text in which it appears.	
RI.4.7	I can create a visual representation of information read in a text (through a diagram, timeline, animation, chart, or graph) and explain how the the information in the text informed my representation.	

RI.4.7	I can interpret information presented orally and explain how the information contributes to an understanding of the text in which it appears.	
RI.4.8	I can explain how an author uses evidence to support particular points in a text.	
RI.4.9	I can integrate information from two texts on the same topic in order to write about the topic knowledgably.	
RI.4.9	I can integrate information from two texts on the same topic in order to speak about the subject knowledgably.	
RI.4.9	I can compare the messages that two texts on the same topic seem to be presenting, drawing a conclusion about the most convincing perspective and supplying evidence to support my conclusion.	
RI.4.10	By the end of the year, I can read and comprehend informational texts (including history/social studies, science and technical texts) in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the ehigher end of the range.	

<b>Fourth Grade I Can Statements Checklist: Reading Standards for Foundational Skills</b>		
RF.4.1	(Print Concepts standards for Grades K and 1 only)	
RF.4.2	(Phonological Awareness standards for Grades K and 1 only)	
RF.4.3	I can know apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words in context and out of context.	
RF.4.3	I can use familiar letter-sound correspondences to create and read real and nonsense multi-syllable words, in and out of context.	
RF.4.3	I can know apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in context and out of context.	
RF.4.3	I can know apply grade-level phonics and word analysis skills in decoding words by using morphology (e.g, roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	
RF.4.4	I can read with sufficient accuracy and fluency to support comprehension.	
RF.4.4	I can demonstrate the importance of fluency to comprehension by reading segments of a text in various ways and explaining how the varying levels of fluency impact meaning.	
RF.4.4a	I can read grade-level text with purpose and understanding.	

RF.4.4b	I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
RF.4.4c	I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
RF.4.4c	I can demonstrate understanding of using context to confirm or self-correct by rereading, by demonstrating the process to a peer and explaining my actions.	



<b>Fourth Grade I Can Statements Checklist: Writing Standards</b>		
W.4.1	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1a	I can introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	
W.4.1a	I can create a simple rubric to evaluate how well my piece of opinion writing (or another opinion piece) supports my purpose as a writer (or the author's purpose)--stating both the purpose and 3-5 criteria for evaluating the piece.	
W.4.1b	I can provide reasons that are supported by facts and details in opinion writing.	
W.4.1c	I can link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) in opinion writing.	
W.4.1d	I can provide a concluding statement or section related to the opinion presented in writing.	
W.4.2	I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2	I can create a simple rubric to evaluate how well my piece of informative or explanatory writing (or another informative/explanatory piece) supports my purpose as a writer (or the author's purpose)--stating both the purpose and 3-5 criteria for evaluating the piece.	
W.4.2a	I can introduce a topic clearly and group related information in paragraphs and sections.	
W.4.2a	I can include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed, in informative/explanatory writing.	

W.4.2b	I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
W.4.2c	I can link ideas within categories of information using words and phrases (e.g., another, for example, also, because) for informative writing.	
W.4.2d	I can use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.4.2d	I can create a 4th-grade friendly glossary of key domain-specific vocabulary to help teach terms to peers or for self-study.	
W.4.2e	I can provide a concluding statement or section related to the information or explanation presented.	
W.4.3	I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.3	I can create a simple rubric to evaluate how well my piece of narrative writing (or another narrative piece) supports my purpose as a writer (or the author's purpose)--stating both the purpose and 3-5 criteria for evaluating the piece.	
W.4.3a	I can orient the reader by establishing a situation and introducing a narrator and/or characters in narrative writing.	
W.4.3a	I can organize an event sequence in narrative writing that unfolds naturally.	
W.4.3b	I can use dialogue and description to develop experiences and events or show the responses of characters to situations.	
W.4.3c	I can use a variety of transitional words and phrases to manage the sequence of events in narrative writing.	
W.4.3d	I can use concrete words and phrases and sensory details to convey experiences and events precisely in narrative writing.	
W.4.3e	I can provide a conclusion that follows from the narrated experiences or events in narrative writing.	

W.4.4	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
W.4.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by planning.	
W.4.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by revising.	
W.4.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by editing.	
W.4.6	I can, with some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others.	
W.4.6	I can demonstrate sufficient command of keyboarding skills.	
W.4.7	I can conduct short research projects that build knowledge through investigation of different aspects of a topic.	
W.4.8	I can recall relevant information from experiences or gather relevant information from print and digital sources.	
W.4.8	I can compare and contrast information gathered from experience and information from print and digital sources, categorizing information that needs text reinforcement for use in informational writing.	
W.4.8	I can take notes and categorize information and provide a list of sources in informational writing.	
W.4.9	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	I can apply grade 4 Reading standards to literature (e.g., "Describe in depth a character/setting/event in a story drawing on specific details in the text.").	
W.4.9b	I can apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	

W.4.10	I can write routinely over shorter time frames for (e.g., single sittings or in a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
W.4.10	I can write routinely over extended time frames (for research, reflection and revision) for a range of discipline-specific tasks, purposes, and audiences.	

<b>Fourth Grade I Can Statements Checklist: Speaking and Listening Standards</b>		
SL.4.1	I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing my own clearly.	
SL.4.1a	I can come to discussions prepared, having read or studied required material.	
SL.4.1a	I can come to discussions prepared and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.4.1b	I can follow agreed-upon rules for discussions and carry out assigned roles.	
SL.4.1b	I can create additional rules for discussions and/or assigned roles, that will be uniquely helpful in an online environment.	
SL.4.1c	I can pose specific questions to clarify or follow up on information.	
SL.4.1c	I can explain the reasoning behind my questions to demonstrate metacognition, or "thinking about my thinking."	
SL.4.1c	I can respond to specific questions to clarify or follow up on information.	
SL.4.1c	I can make comments that contribute to the discussion and link to the remarks of others.	
SL.4.1d	I can review the key ideas expressed and explain my own ideas and understanding in light of the discussion.	
SL.4.2	I can paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually.	
SL.4.2	I can paraphrase portions of a text read aloud or information presented in diverse media and formats, including quantitatively.	

SL.4.2	I can paraphrase portions of a text read aloud or information presented in diverse media and formats, including orally.	
SL.4.2	I can create a visual or artistic representation of the most important parts of a text read aloud or presented in diverse media and formats, including orally.	
SL.4.3	I can identify the reasons and evidence a speaker provides to support particular points.	
SL.4.4	I can report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace.	
SL.4.5	I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
SL.4.6	I can differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
SL.4.6	I can adapt my speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.	

<b>Fourth Grade I Can Statements Checklist: Language Standards</b>		
L.4.1	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1a	I can use relative pronouns (who, whose, whom, which, that).	
L.4.1a	I can use relative adverbs (where, when, why).	
L.4.1b	I can form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	
L.4.1c	I can use modal auxiliaries (e.g., can, may, must) to convey various conditions.	
L.4.1d	I can order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	
L.4.1d	I can revise written or oral language to insert adverbs that express how or when something happened (quickly, yesterday, etc.)	
L.4.1e	I can form and use prepositional phrases.	
L.4.1f	I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
L.4.1g	I can correctly use frequently confused words (e.g., to, too, two; there, their).	
L.4.2	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2a	I can use correct capitalization.	

L.4.2b	I can use commas and quotation marks to mark direct speech and quotations from a text.	
L.4.2c	I can use a comma before a coordinating conjunction in a compound sentence.	
L.4.2d	I can spell grade-appropriate words correctly, consulting references as needed.	
L.4.3	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3a	I can choose words and phrases to convey ideas precisely.	
L.4.3b	I can choose punctuation for effect.	
L.4.3c	I can differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
L.4.4	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
L.4.4a	I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
L.4.4b	I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	
L.4.4c	I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words.	
L.4.4c	I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases.	
L.4.5	I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	



L.4.5a	I can explain the meaning of simple similes (e.g., as pretty as a picture) in context.	
L.4.5a	I can explain the meaning of simple metaphors in context.	
L.4.5a	I can create metaphors to explain opinions, ideas or concepts that I would like to express to others.	
L.4.5b	I can recognize and explain the meaning of common idioms.	
L.4.5b	I can recognize and explain the meaning of common adages.	
L.4.5b	I can recognize and explain the meaning of common proverbs.	
L.4.5b	I can create visual or artistic tools that help explain the meaning of common idioms, adages or proverbs, to 4th grade peers.	
L.4.5c	I can demonstrate understanding of words by relating them to their antonyms (opposites).	
L.4.5c	I can demonstrate understanding of words by relating them to their synonyms (words with similar but not identical meanings).	
L.4.6	I can acquire and use accurately grade appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
L.4.6	I can acquire and accurately use grade appropriate domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

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