

4th Grade Standards by Quarter
Quarter 1, 2017-2018

ELA	SC-CCR	Q1	Q2	Q3	Q4	Standard Description	Parent Friendly Standard
I can read and understand Fourth Grade Fiction.	4-RL.5.1	x				Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	I can ask and answer questions about the text by referring to details and examples in the text.
	4-RL.6.1	x				Determine the development of a theme within a text; summarize using key details.	I can determine a theme of a text, and summarize using details.
	4-RL.8.1a	x				Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution.	I can explain how conflict causes characters to change during a story.
	4-RL.8.1b	x				Use text evidence to: b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.	I can explain how cultures, history, and social contexts, influence story elements.
	4-RL.9.2	x				Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	I can explain how the author uses different elements to create mood, contribute to the meaning, and emphasize aspects of a character or setting.
	4-RL.11.1	x				Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning.	I can compare and contrast the point of view from which different stories are narrated (1st and 3rd person).
	4-RL.12.1	X				Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	I can explain the structure of stories, dramas, and poems.

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	4-RL.13.1	x			x	Engage in whole and small group reading with purpose and understanding.	I can participate in whole and small group reading.
	4-RL.13.2	x			x	Read independently for sustained periods of time to build stamina.	I can read independently and for periods of time.
	4-RL.13.3	x			x	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can read and respond to texts appropriately.
I can use phonics and word parts to help me read 4th grade words	4-RI.3.1	x	x	x	x	Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	I can apply grade level phonics and word analysis skills to read unfamiliar words in and out of context.
	4-RL.3.1	x	x	x	x	Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	I can apply grade level phonics and word analysis skills to read unfamiliar words in and out of context.
I can plan, organize and produce different kinds of 4th grade writing.	4-W.4.1 (a-j)	x	x	x	x	When writing: a. use relative pronouns and relative adverbs;	I can use relative pronouns and adverbs correctly.

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	4-W.3.1 (a-h)	x				Gather ideas from texts, multimedia, and personal experience to write narratives that:	I can write narratives to develop real or imaginary experiences or events.
	4-W.5.4	x	x	x	x	Use spelling patterns and generalizations	I can use what I know about word patterns to spell.
I can participate in shared research with others to gather information for a writing project.	4-W.6.1 (a-d)	X	x	X	x	Write routinely and persevere in writing tasks:	I can write routinely over extended periods of time, purposes, and audiences.
I can participate in conversations within small and large groups.	4-C.1.4	x	x	x	x	Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.	I can effectively participate in conversations for a variety of purposes.
	4-C.1.1	x	x	x	x	Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	I can ask questions, engage in purposeful dialogue, share ideas, and can consider other's point of view.
	4-C.1.3	x	x	x	x	Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.	I can follow agreed-upon rules for discussions in a respectful way.

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	4-C.1.2	x	x	x	x	Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.	I can participate in discussions by asking and answering questions on a particular topic.
	4-C.1.5	x	x	x	x	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	I can explain my ideas and build on the ideas of others.
	4-C.3.1	x	x	x	x	Compare and contrast how ideas and topics are depicted in a variety of media and formats.	I can compare and contrast ideas and topics using a variety of medias.
	4-C.4.1	x	x	x	x	Identify presentation style a speaker uses to enhance the development of central idea or theme.	I can identify the presentation style used by the speaker.
	4-C.4.2	x	x	x	x	Determine if the presentation has a purposeful organizational strategy with appropriate transitions.	I can determine if the presentation has purposeful organization with transitions.
	4-C.4.3a-e	x	x	x	x	Identify how and why the speaker a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; e. incorporates figurative language and literary devices.	I can identify how and why the speaker uses intonation and word stress. I can identify how and why the speaker includes media. I can identify how and why the speaker addresses the audience. I can identify how and why the speaker determines word choice. I can identify how and why the speaker incorporates figurative language and literacy devices.
	4-C.5.1	x	x	x	x	Set a purpose and integrate craft techniques to create presentations.	I can create purposeful presentations.
	4-C.5.2	x	x	x	x	Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.	I can use figurative language to convey messages.

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	4-C.2.1	x	x	x	x	Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.	I can communicate ideas and information with details and supporting evidence.
	4-C.2.2	x	x	x	x	Discuss the purpose and the credibility of information presented in diverse media and formats.	I can talk about information from a variety of media formats.
	4-C.3.2	x	x	x	x	Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	I can create presentations using a variety of multimedia elements.
I can use what I know about grammar when I write and speak.	4-W.5.1	x				Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	I can use correct capitalization.
I can figure out what words mean and use them in different situations.	4-RL.10.2	x	x	x	x	Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	I can use Greek and Latin affixes and roots as clues to determine the meaning of an unknown word.
	4-RL.10.6	x			x	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	I can figure out and use fourth grade words and phrases that show specific actions, emotions, or states of being that are centered around a particular topic.
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments	4.L.5A.1	x				Obtain and communicate information about the characteristics of plants and animals to develop models which classify plants as flowering or nonflowering and animals as vertebrate or invertebrate.	I can organize living things into groups based on their physical characteristics.

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I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments	4-L.5A.2	x			Analyze and interpret data from observations and measurements to compare the stages of development of different seed plants.	I can read charts and graphs about seed plant development.
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments	4-L.5A.3	x			Develop and use models to compare the stages of growth and development in various animals.	I can use models to compare the growth and development of animals.
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.	4.L.5B.1	x			Develop and use models to compare how humans and other animals use their senses and sensory organs to detect and respond to signals from the environment.	I can explain how living things use their senses to detect and respond to their environment.
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.	4.L.5B.2	x			Construct explanations for how structural adaptations (such as the types of roots, stems, or leaves; color of flowers; or seed dispersal) allow plants to survive and reproduce.	I can explain how the structural adaptations of plants allow them to survive and reproduce.

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I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.	4.L.5A.4	x			Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment.	I can explain the difference between inherited and acquired characteristics.
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.	4.L.5B.3	x			Construct explanations for how structural adaptations (such as methods for defense, locomotion, obtaining resources, or camouflage) allow animals to survive in the environment.	I can explain how structural adaptations help animals survive in their environment
I can explain factors and multiples.	4.ATO.4	x			4.ATO.4 Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1- 100 and determine whether the whole number is prime or composite.	I can find factor pairs and determine prime or composite numbers.
I can use number sense and place value to solve multi-digit math problems.	4.NSBT.1	x			4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	I can recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right.
I can use number sense and place value to solve multi-digit math problems.	4.NSBT.2	x			4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	I can recognize place value and number patterns and read and write large numbers in standard form.
I can use number sense and place value to solve multi-digit math problems.	4.NSBT.3	x			4.NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value.	I can round large whole numbers to any place.

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I can use place value to add, subtract, multiply, and divide numbers with more than one digit.	4.NSBT.4	x			4.NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.	I can add and subtract large numbers.
I can demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.	4-1.1	x			Summarize the spread of Native American populations using the Landbridge Theory.	I can summarize the spread of Native American populations through the Land Bridge Theory.
I can demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.	4-1.2	x			Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.	I can compare the life, environment, and culture of the major Native American groups.
I can demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.	4-1.3	x			Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.	I can explain the political, economic, and technological factors that led to the exploration of the New World.

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I can demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.	4-1.4	x				Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.	I can summarize the accomplishments of the Viking, Portuguese, Spanish, English, and French explorers.
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