I can use what I have learned about letters, sounds and words to

RE

RF.4.3
I can show what I have learned about letters, sounds and words in my reading.

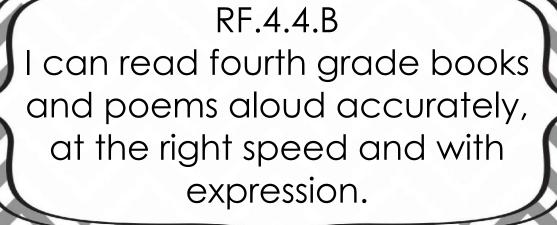
RF.4.3.A
I can read unfamiliar words
that have more than one
syllable.

I can read and understand books at my level well.

RE

RF.4.4
I can fluently read and understand books at my level well.

RF.4.4.A
I can read and understand
fourth grade texts.



RF.4.4.C
I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

I can read, understand and discuss the fiction stories I read.

RL

RL.4.1
I can explain a story by referring to details and examples in the text.

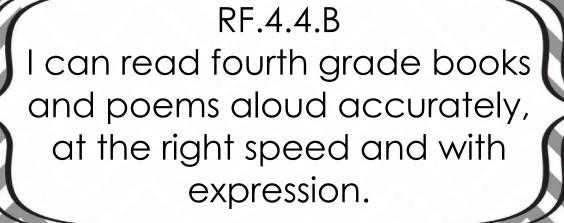
RL.4.2
I can figure out the theme of a fiction text by thinking about the details in the text.

RL.4.2
I can summarize a fiction text in my own words.

RL.4.3
I can use specific details in fiction text to help me describe a character, setting or event in the story.

RL.4.4
I can figure out the meanings of words and phrases an author uses.

RF.4.4.A
I can read and understand fourth grade texts.



RF.4.4.B
I can read fourth grade books and poems aloud accurately, at the right speed and with expression.

RF.4.4.C
I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

I can read, understand and discuss the fiction stories I read.

RI

RL.4.1
I can explain a story by referring to details and examples in the text.

RL.4.2
I can figure out the theme of a fiction text by thinking about the details in the text.

RL.4.3
I can use specific details in fiction text to help me describe a character, setting or event in the story.

RL.4.4
I can figure out the meanings of words and phrases an author uses.

RL.4.4
I can understand words that have been created from characters found in mythology (e.g., Herculean).

RL.4.5 I can write or talk about the differences between poems, plays and fictional stories.

RL.4.5

I can refer to specific elements
of poems (verse, rhythm, meter) and
plays (characters, settings,
descriptions, dialogue, stage
directions) when I write or talk about
a piece of fiction.

RL.4.6
I can compare and contrast different stories by thinking about the points of view from which they are told.

RL.4.6
I can tell the difference between first- and third-person narrators.

RL.4.7
I can make connections
between a written text and a
visual or oral presentation of
the same text.

RL.4.9

I can compare and contrast how authors from different cultures write about similar themes (e.g., good vs. evil) in stories, myths and traditional literature.

RL.4.9

I can compare and contrast how authors from different cultures write about patterns of events (e.g., the quest) in stories, myths and traditional literature.

RL.4.10 I can read and understand fourth grade stories, plays and poems independently

I can read, understand and discuss informational texts I read.

RI.4.1
I can explain what informational text teaches me by referring to details and examples from the text.

RI.4.1
I can draw inferences from informational texts by referring to details and examples from the text.

RI.4.2
I can figure out the main idea in informational texts.

RI.4.2
I can explain how the main idea in informational texts is supported by the details in the text.

RI.4.2
I can use my own words to summarize informational texts I have read.

I can read about and explain historical events and tell why they happened using information that was given in the text.

RI.4.3

RI.4.3

I can read about a technical procedure, idea or concept and explain what and why it happened using information that was given in the text.

RI.4.4
I can figure out the meanings of words and phrases in science and social studies texts.

RI.4.5

I can describe the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in informational texts.

RI.4.6

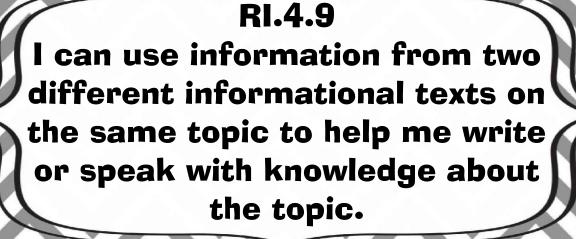
I can compare and contrast the information given in a firsthand account (a person who was present) and secondhand account (a person who was not present, but was told) of the same event or topic.

RI.4.7

I can figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help me explain my understanding of informational texts.

RI.4.8

I can explain how an author uses reasons and evidence to support particular points in informational text.



RI.4.10
I can read and understand
4th grade informational
texts independently.

RI.3.10
I can read and understand
3rd grade informational
texts independently.

I can write different types of writing for different reasons.

I can write to share my opinion on topics or texts and provide reasons and information to support that

W.4.1

W.4.1.A

I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.

W.4.1.B
I can give reasons that are supported by facts and details when writing my opinion.

W.4.1.C
can connect my opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.D
I can write a conclusion
(ending) that is related to the opinion I present.

W.4.2
I can write to inform/explain topics or ideas to others clearly.

W.4.2.A
I can write an informative text that introduces my topic and then groups related information together in paragraphs or sections.

W.4.2.A
I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.

W.4.2.B
I can develop a topic using facts, definitions, details, quotations or other information and examples.

W.4.2.C
I can connect related ideas using words and phrases (e.g., another, for example, also, because).

W.4.2.D
I can use precise wording and specific vocabulary to teach others about a topic.

W.4.2.E
I can write a conclusion
(ending) that is related to the information or explanation I present.

W.4.3
I can write stories with good technique, detailed descriptions and a clear sequence.

W.4.3.A

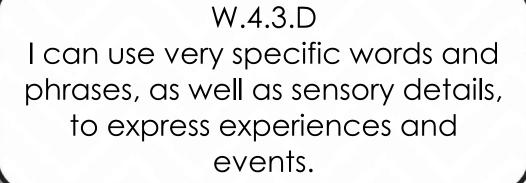
I can provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally.

W.4.3.B

I can use dialog and description to develop experiences and events or to show how the characters respond to different situations in the story.

W.4.3.C

I can use different types of transitional words and phrases to help with the sequence of my story.



W.4.3.E
I can write a conclusion (ending)
that makes sense with the
experiences and events I shared in
my story.

I can improve my writing and publish it for others to read.

W.4.4
I can produce clear and organized writing.

W.4.4
I can produce writing that is appropriate for my purpose, audience and task.

W.4.5
I can plan, revise and edit
my writing with the help of
peers and adults.

W.4.6
I can use technology to create and publish my writing.

W.4.6
I can use technology to communicate and collaborate with others.

W.4.6
I can use appropriate keyboarding skills to type at least one page of my writing in a single sitting.

I can use research to learn more about a topic and present it to others.

W.4.7
I can conduct short research projects to help me learn about topics through investigation.

W.4.8
I can recall what I have learned or find new information from books or technology to help me with my research.

W.4.8
I can take notes to help me organize the research in my writing.

W.4.8
I can provide a list of sources that I used for gathering information for my writing.

W.4.9
I can gather evidence from fiction or informational text to support my investigation, thinking and research.

W.4.9.A
I can apply all that I have learned in 4th grade reading to writing literature texts.

W.4.9.B
I can apply all that I have learned in 4th grade reading to writing informational texts.

W.4.10
I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.

I can understand and collaborate with all kinds of people.

SL

SL.4.1
I can effectively
participate in different
types of discussions and
with different people.

SL.4.1
I can build on others' ideas and express my own ideas clearly.

SL.4.1.A
I can come to discussions
prepared to share my ideas
because I have read or studied
the required material.

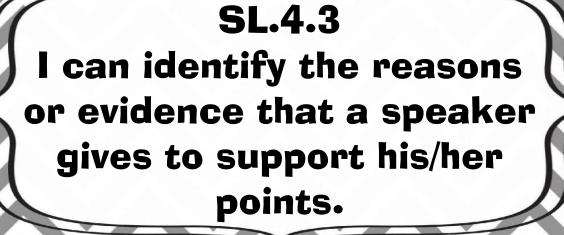
SL.4.1.A
I can use what I know and what I have read to explore new ideas about a topic during a discussion.

SL.4.1.B
I can follow agreed-upon rules for discussion and carry out my assigned role.

SL.4.1.C
I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks.

SL.4.1.D
I can think about what is discussed and explain any new thinking that I have.

SL.4.2
I can paraphrase text that is read aloud or information that is presented to me.



I can share my ideas and knowledge.

SI

SL.4.4
I can report on a topic or tell
a story with correct and
appropriate facts and details
to support my main idea.

SL.4.4 I can speak clearly and at an appropriate pace when I give a report or share a story or experience.

SL.4.5 I can create engaging audio recordings or visual displays to help me better explain a main idea or theme when necessary.

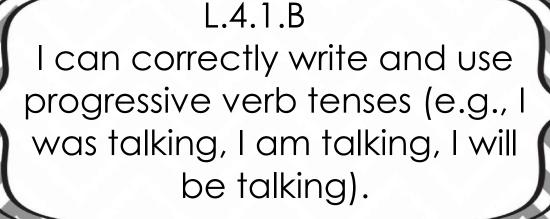
SL.4.6
I can figure out when to use formal English and when it is appropriate to use informal English.

I can use proper English when I write and speak.

L.4.1
I can show that I know how to use words correctly when I write and speak.

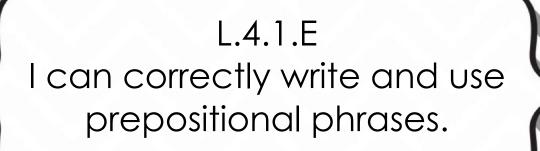
I can use relative pronouns (who, whose, whom, which, that) and relative adverbs

(where, when, why) correctly when I write or speak.



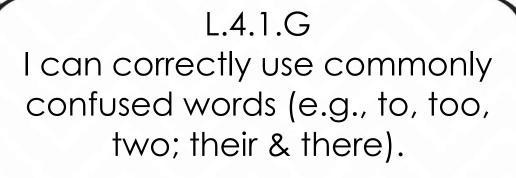
L.4.1.C
I can use auxiliary words to show different conditions (e.g., can, may, must).

L.4.1.D
I can use the common patterns I have learned about adjectives to order them correctly in sentences.



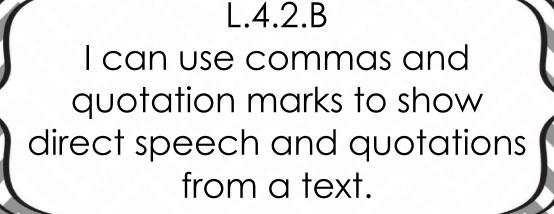
L.4.1.F I can write complete sentences.

L.4.1.F
I can recognize inappropriate sentence fragments and run on sentences.



L.4.2
I can show that I know how to write sentences correctly.

L.4.2.A
I can correctly use capitalization in all of my writing.



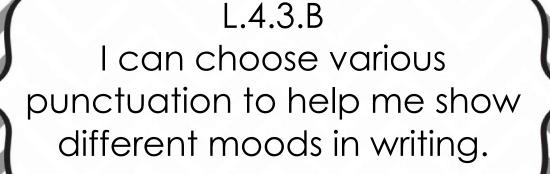
L.4.2.C
I can correctly use a comma before a conjunction when connecting two simple sentences.

L.4.2.D
I can use appropriate references to help me spell fourth grade words.

I can use what I know about language in different situations.

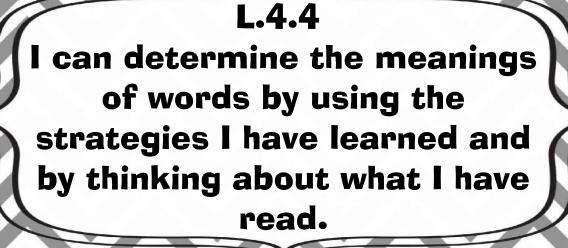
L.4.3
I can write, speak, read and listen by using my knowledge of the English language.

L.4.3.A
I can choose interesting words and phrases to help others understand my ideas better.



L.4.3.C
I can figure out when I need to use formal speech and when I can use informal speech.

I can figure out what words mean and use them in different situations.



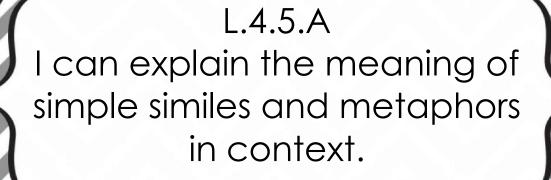
L.4.4.A
I can use context clues to figure out the meanings of words or phrases.

L.4.4.B
I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.

L.4.4.C
I can use print and computer reference sources to help me find the pronunciations and clarify meanings of new words or phrases.

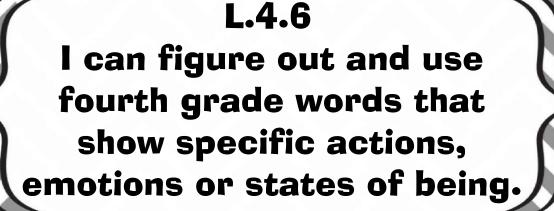
L.4.5
I can show that I understand figurative language.

L.4.5
I can figure out how words are related and how their meanings might be similar.



L.4.5.B
I can recognize and explain the meaning of common idioms, adages and proverbs.

L.4.5.C
I can understand words by relating them to their antonyms and synonyms.



L.4.6
I can figure out and use fourth grade words that are centered around a specific topic.

I can use the four operations (+, -, x, ÷) to help me solve problems.

OA

4.0A.A.1

I can understand that multiplication equations can be seen as comparisons of groups (e.g., 24 = 4 x 6 can be thought of as 4 groups of 6 or 6 groups of 4).

4.0A.A.2

I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.

I can use the four operations (+, -, x, ÷) to help me understand math.

OA

4.0A.A.3
I can determine how reasonable my answers to word problems are by using estimation, mental math and rounding.

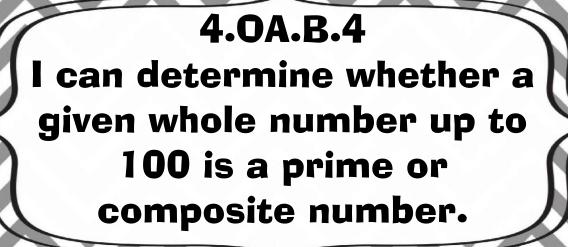
I can become familiar with factors and multiples.

OA

4.0A.B.4
I can find all factor pairs
for a whole number from
1 to 100.

4.0A.B.4
I can recognize a whole number as a multiple of each of its factors.

4.0A.B.4
I can determine whether a whole number from 1 to 100 is a multiple of a given one-digit number.



I can create and analyze patterns.

OA

4.0A.C.5
I can create a number or shape pattern that follows a given rule.

4.0A.C.5
I can notice and point out different features of a pattern once it is created by a rule.

I can use place value to help me understand larger numbers.

NBT

4.NBT.A.1

I can recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.A.2
I can read and write larger whole numbers using numerals, words and in expanded form.

4.NBT.A.2
I can compare two larger numbers by using what I know about the values in each place.

4.NBT.A.3
I can round larger
whole numbers to any
place.

I can use what I know about place value and operations (+,-,x,÷) to solve problems with larger numbers.

ΝF

4.NBT.B.4
I can add and subtract larger numbers.

4.NBT.B.5
I can multiply a whole number up to four digits by a one-digit whole number.

4.NBT.B.5
I can multiply two twodigit numbers.

4.NBT.B.5
I can illustrate and explain how to multiply larger numbers by using equations, arrays or models.

4.NBT.B.6
I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

4.NBT.B.6
I can illustrate and explain how to divide larger numbers by using equations, arrays or models.

I can improve my understanding of fractions.

NE

4.NF.A.1

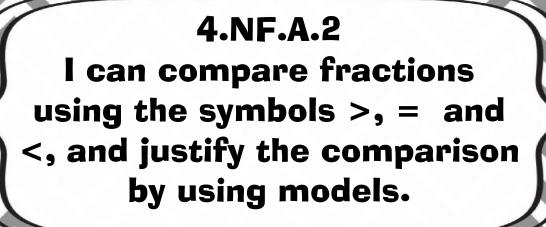
I can explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction.

4.NF.A.1 I can recognize and generate equivalent fractions based on my knowledge of numerators and denominators.

4.NF.A.2

I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half.

4.NF.A.2
I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole.



I can build fractions from unit fractions.

NE

4.NF.B.3
I can understand a fraction a/b, with a > 1, as a sum of fractions 1/b.

4.NF.B.3.A I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

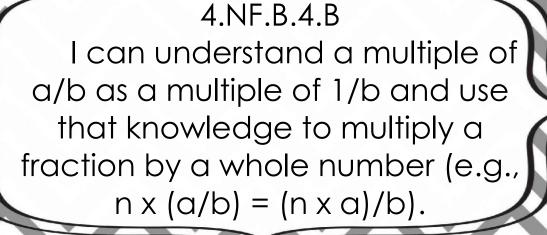
4.NF.B.3.B
I can decompose a fraction into a sum of fractions with the same denominator in more than one way and justify my work using models.

4.NF.B.3.C
I can add and subtract mixed numbers with like denominators.

4.NF.B.3.D
I can solve word problems involving addition and subtraction of fractions that refer to the same whole and that have like denominators.

4.NF.B.4
I can apply my understanding of multiplication to multiply a fraction by a whole number.

4.NF.B.4.A
I can understand a fraction a/b as a multiple of 1/b (e.g., I know that 5/4 is the product of 5 x (1/4).)



4.NF.B.4.B
I can understand a multiple of a/b as a multiple of 1/b and use that knowledge to multiply a fraction by a whole number (e.g., n x (a/b) = (n x a)/b).

4.NF.B.4.C
I can solve word problems involving multiplication of a fraction by a whole number.

I can understand how fractions and decimals are related.

NF

4.NF.C.5
I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions.

4.NF.C.6
I can use decimals to show fractions with denominators of 10 and 100.

4.NF.C.7

I can compare two decimals to hundredths by reasoning about their size and realizing that the comparison is only true if the two decimals refer to the same whole.

4.NF.C.7
I can compare decimals using the symbols >, = and <, and justify the comparison by using models.

I can solve problems involving measurement and conversion of measurements.

4.MD.A.1

I can show that I know the relative size of measurement units within one system of units (including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec).

4.MD.A.1
I can show the measurements in a larger unit in terms of smaller units and record these in a table.

4.MD.A.2
I can use the four operations (+, -, x, ÷) to solve word problems involving measurement.

4.MD.A.2
I can solve measurement problems involving simple fractions and decimals.

4.MD.A.2
I can solve problems that ask
me to express
measurements given in a
larger unit in terms of a
smaller unit.

4.MD.A.2
I can show measurement quantities using diagrams that involve a measurement scale (e.g., a number line).

4.MD.A.3
I can use what I know about area and perimeter to solve real world problems involving rectangles.

I can represent and interpret data. measurements.

MD

4.MD.B.4
I can make a line plot to show a data set of measurements involving fractions.

4.MD.B.4
I can solve problems involving addition and subtraction of fractions by using information shown in line plots.

I can understand the concept of measurement in geometry with regards to angles.

MD

4.MD.C.5
I can recognize angles as geometric shapes where two rays share a common endpoint.

4.MD.C.5 I can understand concepts of angle measurement.

4.MD.C.5.A
I can understand that angles are measured with reference to a 360°circle, with its center at the common endpoint of the rays.

4.MD.C.5.B
I can understand that an angle that turns through n one-degree angles is said to have an angle measurement of n degrees.

4.MD.C.6
I can use a protractor to measure and sketch angles in whole-number degrees.

4.MD.C.7
I can solve real-world and mathematical addition and subtraction problems to find unknown angles.

I can use geometry to help me understand math.

4.G.A.1
I can identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines.

4.G.A.2
I can classify twodimensional shapes based
on what I know about their
geometrical attributes.

4.G.A.2
I can recognize and identify right triangles.

