

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

RF

### **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.

RF

**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.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.

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.**

**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.**

## **RI.4.3**

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

### **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.4.9**

**I can use information from two different informational texts on the same topic to help me write or speak with knowledge about the topic.**

**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.

W

**W.4.1**

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

### 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

I 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.D

I can use very specific words and phrases, as well as sensory details, to express experiences and events.

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

**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

**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.**

### **SL.4.3**

**I can identify the reasons or evidence that a speaker gives to support his/her points.**

I can share my ideas and knowledge.

SL

### **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

## **L.4.1**

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

### L.4.1.A

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.B

I can correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking).

### 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.E

I can correctly write and use prepositional phrases.

L.4.1.F

I can write complete sentences.

L.4.1.F

I can recognize inappropriate sentence fragments and run on sentences.

L.4.1.G

I can correctly use commonly confused words (e.g., to, too, two; their & there).

**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.B

I can use commas and quotation marks to show direct speech and quotations from a text.

### 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

### **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.B

I can choose various punctuation to help me show different moods in writing.

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

## L.4.4

**I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read.**

### 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.A

I can explain the meaning of simple similes and metaphors in context.

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 show specific actions, emotions or states of being.**

**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.OA.A.1**

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

#### **4.OA.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.OA.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.OA.B.4**

**I can find all factor pairs  
for a whole number from  
1 to 100.**

**4.OA.B.4**

**I can recognize a whole  
number as a multiple of  
each of its factors.**

**4.OA.B.4**

**I can determine whether a  
whole number from 1 to  
100 is a multiple of a  
given one-digit number.**

## **4.OA.B.4**

**I can determine whether a given whole number up to 100 is a prime or composite number.**

I can create and analyze patterns.

OA

## **4.OA.C.5**

**I can create a number or shape pattern that follows a given rule.**

## **4.OA.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 multi-digit 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 (+, -,  $\times$ ,  $\div$ ) to solve problems with larger numbers.

NF

### **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 two-digit 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.

NF

## **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.**

## **4.NF.A.2**

**I can compare fractions using the symbols  $>$ ,  $=$  and  $<$ , and justify the comparison by using models.**

I can build fractions from unit fractions.

NF

## **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  $5 \times (1/4)$ .)

#### 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.,  $n \times (a/b) = (n \times a)/b$ ).

#### 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.,  $n \times (a/b) = (n \times a)/b$ ).

#### 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.

MD

### **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  $360^\circ$  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.

G

### **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 two-dimensional shapes based on what I know about their geometrical attributes.**

### **4.G.A.2**

**I can recognize and identify right triangles.**



## **4.G.A.3**

**I can recognize, identify  
and draw lines of  
symmetry.**

