

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.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.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.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 (+, -, \times , \div) 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.

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 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.**

