

## Standards &amp; "I Can..." Statements - GRADE 4

ELA	Standard	"I Can..."	Academic Vocab
<b>Reading: Literature</b>			
	4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	➤ I can find details and examples in the text to prove my inference.	
	4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> <li>➤ I can use details to decide the theme of a story, drama, or poem.</li> <li>➤ I can summarize the text.</li> </ul>	
	4.RL.3. Describe in depth a character, setting, or events in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> <li>➤ I can use details in the text to describe characters in the text.</li> <li>➤ I can use details in the text to describe the setting in a text.</li> <li>➤ I can use details in the text to describe the characters in a text.</li> </ul>	
	4.RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	➤ I can decide the meaning of words and phrases based on how they are used in a text.	
	4.RL.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	➤ I can explain the differences between poems, drama, and prose by describing their structural elements.	
	4.RL.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> <li>➤ I can describe differences between first- and third-person narrators.</li> <li>➤ I can recognize how the story changes when the point of view or the narrator changes.</li> </ul>	

4.RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	➤ I can make connections between the written text of the story or drama and a visual and/or oral presentation of the same text.	
4.RL.8. (Not applicable to literature)		
4.RL.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	➤ I can compare and contrast how themes, topics, and patterns of events are used in text from different cultures.	
4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	➤ I can read and understand Grade 4 text.	
<b>Reading: Informational Text</b>		
4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>➤ I can find details and examples in the text to prove my inference.</li> <li>➤ I can find details and examples in a text when explaining exactly what the text says.</li> </ul>	
4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>➤ I can decide the main idea of a text.</li> <li>➤ I can explain how the key details support the main idea.</li> <li>➤ I can use the main idea and details to summarize the text.</li> </ul>	
4.RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	➤ I can explain events, procedures, or ideas in informational text by using details from the text.	
4.RI.4. Determine the meaning of general academic and	➤ I can decide the meaning of fourth grade level	

domain specific words or phrases in a text relevant to a grade 4 topic or subject area.	words or phrases.	
4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	➤ I can describe the structure of information in a text.	
4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	➤ I can compare and contrast information from firsthand and secondhand sources	
4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<ul style="list-style-type: none"> <li>➤ I can read and understand information presented visually or orally that accompanies the text.</li> <li>➤ I can explain how the information helps to understand the text.</li> </ul>	
4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.	➤ I can explain how an author uses reasons to support points in the text.	
4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	➤ I can write or speak about a topic by combining information from two texts on the same topic.	
4.RI.10. By the end of year, 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 high end of the range.	➤ I can read and understand informational text at the Grade 4 level.	
<b>Reading: Foundational Skills</b>		
4.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined	➤ I can pronounce new words.	

<p>knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		
<p>4.RF.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>➤ I can understand fourth grade level text.</li> <li>➤ I can read fourth grade prose and poetry with expression.</li> <li>➤ I can check for understanding and back up and reread when needed.</li> </ul>	
<b>Writing</b>		
<p>4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> <li>➤ I can introduce a topic.</li> <li>➤ I can give an opinion.</li> <li>➤ I can create paragraphs/outlines where ideas support the writer's purpose.</li> <li>➤ I can provide reasons that are supported by facts and details.</li> <li>➤ I can connect opinions and reasons using words and phrases (examples: for instance, in order to, in addition).</li> <li>➤ I can write a concluding statement or paragraph that connects to an opinion.</li> </ul>	
<p>4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and</p>	<ul style="list-style-type: none"> <li>➤ I can introduce a topic.</li> <li>➤ I can group related information into paragraphs.</li> <li>➤ I can include headings, illustrations, and different media (Examples: video/tape recording, newspaper articles, visual- charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) on the topic.</li> </ul>	

<p>phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>➤ I can explain the topic (with facts, definitions, real details, quotes, or other examples about the topic).</li> <li>➤ I can link related ideas using words and phrases (e.g., another, for example, also, because).</li> <li>➤ I can use exact words and vocabulary about my topic.</li> <li>➤ I can write a concluding statement or paragraph on topic.</li> </ul>	
<p>4.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>➤ I can introduce a story with an event that includes characters and setting.</li> <li>➤ I can organize the events of a plot in an order that makes sense.</li> <li>➤ I can use transitional words to organize the sequence of events.</li> <li>➤ I can use dialogue to show how characters react or respond.</li> <li>➤ I can use words or phrases and sensory details to explain events.</li> <li>➤ I can write an ending to my story.</li> </ul>	
<p>4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.).</p>	<ul style="list-style-type: none"> <li>➤ I can create many types of writing.</li> </ul>	
<p>4.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.).</p>	<ul style="list-style-type: none"> <li>➤ With help from teachers and peers, I can use the writing process.</li> </ul>	

4.W.6. 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<ul style="list-style-type: none"> <li>➤ With help, I can use technology to produce and publish writing.</li> <li>➤ With help, I can use technology to work with others.</li> <li>➤ With help, I can keyboard.</li> </ul>	
4.W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> <li>➤ I can research a topic.</li> </ul>	
4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none"> <li>➤ I can find facts from books and computers.</li> <li>➤ I can recall relevant facts from personal experiences.</li> <li>➤ I can write notes and organize facts.</li> <li>➤ I can make a bibliography.</li> </ul>	
4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. 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").	<ul style="list-style-type: none"> <li>➤ I can write about literature I have read.</li> <li>➤ I can write about informational text I have read.</li> </ul>	
4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>➤ I can write for different amounts of time and purposes.</li> </ul>	
<b>Speaking &amp; Listening</b>		
4.SL.1. Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led)	<ul style="list-style-type: none"> <li>➤ I can share what I have learned, read, and know by talking about topics in class</li> </ul>	

<p>with diverse partners on grade 4 topics and texts, building *synthesis) on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>discussions.</p> <ul style="list-style-type: none"> <li>➤ I can follow rules when talking in class and do my job during discussions.</li> <li>➤ I can present questions about a topic.</li> <li>➤ I can respond to student questions about a topic.</li> <li>➤ I can make on-topic comments that support our class discussion.</li> <li>➤ I can review the main ideas we discussed.</li> <li>➤ I can explain my ideas and how they connect to the ideas of others.</li> </ul>	
<p>4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> <li>➤ I can state in my own words texts read aloud or facts told through charts, pictures, and words.</li> </ul>	
<p>4.SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> <li>➤ I can identify reasons and facts a speaker uses to prove his/her point.</li> </ul>	
<p>4.SL.4. 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; speak clearly at an understandable pace.</p>	<ul style="list-style-type: none"> <li>➤ I can share information on a topic, tell a story, and remember an experience.</li> <li>➤ I can recall the experience in order, and use facts/details that support its main idea.</li> <li>➤ I can speak clearly and at an understandable pace.</li> </ul>	
<p>4.SL.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> <li>➤ I can add sound and pictures to presentations to support main ideas or themes.</li> </ul>	
<p>4.SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when</p>	<ul style="list-style-type: none"> <li>➤ I can decide when to use formal and informal English.</li> </ul>	

appropriate to task and situation. (See grade 4 Language standards.).		
<p>4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<ul style="list-style-type: none"> <li>➤ I can use who, whose, whom, which, and that correctly.</li> <li>➤ I can use where, why, and when correctly.</li> <li>➤ I can choose and use correct verb tense.</li> <li>➤ I can use helping verbs, such as can, may, must, should, and could appropriately.</li> <li>➤ I can use prepositional phrases, such as in the room, to the principal.</li> <li>➤ I can write and speak in complete sentences.</li> <li>➤ I can recognize and correct sentence fragments.</li> <li>➤ I can recognize and correct run-on sentences.</li> <li>➤ I can use homophones correctly.</li> </ul>	
<p>4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>➤ I can use capital letters correctly.</li> <li>➤ I can use quotation marks and commas to show someone speaking.</li> <li>➤ I can use quotation marks and commas to show that words come from another writer.</li> <li>➤ I can use a comma in a compound sentence.</li> <li>➤ I can spell fourth grade words correctly.</li> <li>➤ I can use a dictionary to find a correct spelling.</li> </ul>	
<p>4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<ul style="list-style-type: none"> <li>➤ I can choose words to explain my ideas.</li> <li>➤ I can choose phrases to explain my ideas.</li> <li>➤ I can choose punctuation to show meaning.</li> <li>➤ I can choose appropriate language for formal and informal situations.</li> </ul>	
<p>4.L.4. . Determine or clarify the meaning of unknown</p>	<ul style="list-style-type: none"> <li>➤ I can use context clues to determine the</li> </ul>	



	<p>and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>➤ I can use prefixes to find the meaning of a word.</li> <li>➤ I can use suffixes to find the meaning of a word.</li> <li>➤ I can use roots/base words to find the meaning of a word.</li> <li>➤ I can use a dictionary, glossary, and thesaurus to find the pronunciation and meaning of a word.</li> </ul>	
	<p>4.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<ul style="list-style-type: none"> <li>➤ I can tell the meaning of similes and metaphors.</li> <li>➤ I can recognize idioms, and adages/ proverbs.</li> <li>➤ I can tell the meaning of idioms, and adages/proverbs.</li> <li>➤ I can identify synonyms and antonyms of a given word.</li> </ul>	
	<p>4.L.6. Acquire and use accurately grade-appropriate general academic and 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).</p>	<ul style="list-style-type: none"> <li>➤ I can use grade level vocabulary.</li> </ul>	

SOCIAL STUDIES	Standard	"I Can..."	Academic Vocab
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Strand: History		
4.H.1. Primary sources such as artifacts, maps and photographs can be used (application) to show (analysis) change over time.4.H.1. The order of significant events in New Hampshire and the United States can be shown on a timeline.	<ul style="list-style-type: none"> <li>➤ I can construct a timeline with titles, evenly spaced intervals and events in order.</li> </ul>	
4.H.2. Primary and secondary sources can be used to create historical narratives.	<ul style="list-style-type: none"> <li>➤ I can locate primary sources to reconstruct a historical event.</li> <li>➤ I can locate secondary sources to reconstruct a historical event.</li> </ul>	
4.H.3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.	<ul style="list-style-type: none"> <li>➤ I can explain how interactions among prehistoric American Indians resulted in both cooperation and conflict.</li> <li>➤ I can explain how interactions among historic American Indians resulted in both cooperation and conflict.</li> <li>➤ I can explain how interactions among settlers and immigrants resulted in both cooperation and conflict.</li> </ul>	
4.H.4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	<ul style="list-style-type: none"> <li>➤ I can explain the causes of the Revolutionary War.</li> </ul>	
4.H.5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.	<ul style="list-style-type: none"> <li>➤ I can explain what rights the Northwest Ordinance guaranteed to the people.</li> <li>➤ I can explain how the Northwest Ordinance helped Ohio become a state.</li> </ul>	
4.H.6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the	<ul style="list-style-type: none"> <li>➤ I can explain the causes of the War of 1812.</li> <li>➤ I can explain the importance of the Battle of Lake Erie to the American victory in the War of</li> </ul>	

Battle of Lake Erie contributed to American success in the war.	1812.	
4.H.7. Sectional issues divided the United States after the War of 1812.	<ul style="list-style-type: none"> <li>➤ I can describe what differences divided the United States after the War of 1812.</li> <li>➤ I can explain the anti-slavery movement.</li> <li>➤ I can explain the purpose of the Underground Railroad.</li> </ul>	
4.H.8. Many technological innovations benefited the United States.	<ul style="list-style-type: none"> <li>➤ I can identify innovations/inventions that have improved communications, technology and transportation.</li> </ul>	
<b>Strand: Geography</b>		
4.G.9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of New Hampshire and the United States.	<ul style="list-style-type: none"> <li>➤ I can use map scale to find distances.</li> <li>➤ I can name and explain cardinal and intermediate directions.</li> <li>➤ I can use map scale, cardinal and intermediate directions to describe relative locations.</li> </ul>	
4.G.10. The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources.	<ul style="list-style-type: none"> <li>➤ I can explain how agriculture affects economic development.</li> <li>➤ I can explain how industry effects economic development.</li> <li>➤ I can explain how natural resources effect economic development.</li> </ul>	
4.G.11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	<ul style="list-style-type: none"> <li>➤ I can describe the physical environments and economic characteristics of the Northern region of the United States in the early 1800s.</li> <li>➤ I can describe the physical environments and economic characteristics of the Southern region of the United States in the early 1800s.</li> <li>➤ I can describe the physical environments and economic characteristics of the Western</li> </ul>	

	region of the United States in the early 1800s.	
4.G.12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment.	<ul style="list-style-type: none"> <li>➤ I can give examples of human modifications (changes) to the environment.</li> <li>➤ I can explain the positive and negative consequences of humans changing their environment.</li> </ul>	
4.G.13. The population of the United States has changed over time, becoming more diverse (e.g. racial, ethnic, linguistic, religious).	<ul style="list-style-type: none"> <li>➤ I can explain the classifications of cultural diversity (e.g. racial, ethnic, linguistic, religious).</li> <li>➤ I can use sources to explain how cultural diversity has changed over time.</li> </ul>	
4.G.14. Location and transportation systems continue to influence the movement of people, products and ideas in the United States.	<ul style="list-style-type: none"> <li>➤ I can explain how location and transportation systems have influenced development.</li> </ul>	
<b>Strand: Government</b>		
4.Gov.15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities.	<ul style="list-style-type: none"> <li>➤ I can describe ways that I can participate in my state and national governments.</li> <li>➤ I can explain my rights and responsibilities as a citizen.</li> </ul>	
4.Gov.16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	<ul style="list-style-type: none"> <li>➤ I can make informed decisions by: <ul style="list-style-type: none"> <li>• identifying cause and effect.</li> <li>• identifying main idea and supporting details.</li> <li>• distinguishing between fact and opinion.</li> <li>• reading and interpreting graphs and tables.</li> <li>• comparing and contrasting.</li> <li>• recognizing point of view and purpose.</li> </ul> </li> </ul>	
4.Gov.17. Effective participants in a democratic society	<ul style="list-style-type: none"> <li>➤ I can define a compromise.</li> </ul>	

engage in compromise.	<ul style="list-style-type: none"> <li>➤ I can describe a strategy for a compromise in a given situation.</li> </ul>	
4.Gov.18. Laws can protect the rights, provide benefits and assign responsibilities.	<ul style="list-style-type: none"> <li>➤ I can describe ways in which laws protect rights.</li> <li>➤ I can describe ways in which laws provide benefits.</li> <li>➤ I can describe ways in which laws assign responsibilities.</li> </ul>	
4.Gov.19. The U.S. Constitution establishes a system of limited government and protects citizen's rights; five of these are addressed in the First Amendment.	<ul style="list-style-type: none"> <li>➤ I can explain why the U.S. Constitution was created.</li> <li>➤ I can explain how the U.S. Constitution limits the powers of the government.</li> <li>➤ I can explain the rights protected by the First Amendment.</li> </ul>	
4.Gov.20. A constitution is a written plan for government. Democratic constitutions provide the framework for government.	<ul style="list-style-type: none"> <li>➤ I can define a constitution.</li> <li>➤ I can describe the purpose of the Constitution.</li> </ul>	
4.Gov.21. The Constitution separates the major responsibilities of government among three branches.	<ul style="list-style-type: none"> <li>➤ I can explain the responsibilities of the legislative branch.</li> <li>➤ I can explain the responsibilities of the executive branch.</li> <li>➤ I can explain the responsibilities of the judicial branch.</li> </ul>	
<b>Strand: Economics</b>		
4.E.22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).	<ul style="list-style-type: none"> <li>➤ I can use tables and charts to understand information.</li> </ul>	
4.E.23. Entrepreneurs organize productive resources	<ul style="list-style-type: none"> <li>➤ I can identify the productive resources (natural</li> </ul>	

	and take risks to make a profit and compete with other producers.	resources, human resources, and capital goods) used to make good and services. ➤ I can explain the job of the entrepreneur.	
	4.E.24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.	➤ I can explain the benefits of saving money.	

MATH	Standard	"I Can..."	Academic Vocab
	4.OA.A.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	➤ I can interpret a multiplication equation as a comparison.	
	4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	➤ I can use a symbol for an unknown number when writing an equation.	
	4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	<ul style="list-style-type: none"> <li>➤ I can solve multi-step word problems using division and deciding what to do with the remainder.</li> <li>➤ I can solve multi-step word problems with whole numbers using the four operations.</li> <li>➤ I can add and subtract multi-digit numbers.</li> <li>➤ I can solve multi-step word problems with whole numbers using the four operations.</li> </ul>	
	4.OA.B.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	<ul style="list-style-type: none"> <li>➤ I can find all factor pairs for a whole number 1-100.</li> <li>➤ I can identify prime and composite numbers.</li> <li>➤ I can identify multiples of numbers.</li> <li>➤ I can find factor pairs for whole numbers.</li> </ul>	
	4.OA.C.5. Generate a number or shape pattern that	<ul style="list-style-type: none"> <li>➤ I can identify a pattern and its rule.</li> <li>➤ I can create a pattern from a given rule.</li> </ul>	

follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	<ul style="list-style-type: none"> <li>➤ I can explain the pattern as a result of the rule.</li> <li>➤ I can extend a pattern.</li> <li>➤ I can identify a pattern and its rule.</li> <li>➤ I can create a pattern from a given rule.</li> <li>➤ I can create a pattern from a given rule.</li> <li>➤ I can explain the pattern as a result of the rule.</li> <li>➤ I can extend a pattern.</li> </ul>	
4.NBT.A.1. 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.	<ul style="list-style-type: none"> <li>➤ I can identify place value of whole numbers up to the millions.</li> <li>➤ I can recognize that each place to the left is ten times larger in a multi-digit number.</li> </ul>	
4.NBT.A.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	<ul style="list-style-type: none"> <li>➤ I can read multi-digit whole numbers in different forms. (numerals, number names, and expanded form).</li> <li>➤ I can write multi-digit whole numbers in different forms. (numerals, number names, and expanded form).</li> </ul>	
4.NBT.A.3. Use place value understanding to round multi-digit whole numbers to any place.	<ul style="list-style-type: none"> <li>➤ I can compare two multi-digit numbers using symbols.</li> <li>➤ I can decide if my answer makes sense by comparing my estimate to the exact answer.</li> </ul>	
4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	<ul style="list-style-type: none"> <li>➤ I can add and subtract multi digit whole numbers.</li> </ul>	
4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations,	<ul style="list-style-type: none"> <li>➤ I can multiply 4- X 1 digit whole numbers.</li> <li>➤ I can multiply 2- X 2 digit whole numbers.</li> <li>➤ I can create and explain a model to represent a multiplication problem.</li> </ul>	



	rectangular arrays, and/or area models.		
	4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	<ul style="list-style-type: none"> <li>➤ I can solve division problems up to the thousands with a 1-digit divisor using multiple strategies.</li> <li>➤ I can illustrate and explain quotients (answers) and remainders by using equations, rectangular arrays, and/or area models.</li> </ul>	
	4.NFA.1. Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	<ul style="list-style-type: none"> <li>➤ I can explain why fractions are equivalent by using a picture of the two fractions.</li> <li>➤ I can make pictures to create equivalent fractions.</li> </ul>	
	4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	<ul style="list-style-type: none"> <li>➤ I can create common denominators or numerators for two fractions.</li> <li>➤ I can compare fractions to given benchmark fractions such as <math>1/2</math>.</li> <li>➤ I can compare two fractions with different numerators and denominators.</li> <li>➤ I can compare two fractions using symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math> and prove my answer using visual models.</li> </ul>	
	4.NF.B.3. Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .	<ul style="list-style-type: none"> <li>➤ I can understand that parts of a fraction belong to the same whole.</li> <li>➤ I can decompose (break down) a fraction into more than one fraction with the same denominator.</li> <li>➤ I can write an equation and prove by using a visual fraction model.</li> <li>➤ I can create improper fractions equal to a</li> </ul>	

	<p>mixed number.</p> <ul style="list-style-type: none"> <li>➤ I can add and subtract mixed numbers with like denominators.</li> <li>➤ I can add and subtract fractions with like denominators within a word problem.</li> </ul>	
4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	<ul style="list-style-type: none"> <li>➤ I can multiply a fraction by a whole number.</li> <li>➤ I can solve word problems by multiplying a fraction by a whole number using models and equations.</li> <li>➤ I can find where a fraction lies between two whole numbers.</li> </ul>	
4.NF.C.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	<ul style="list-style-type: none"> <li>➤ I can show that fractions with a denominator of 10 and 100 are equivalent.</li> <li>➤ I can add two fractions with denominators of 10 and 100.</li> </ul>	
4.NF.C.6. Use decimal notation for fractions with denominators 10 or 100.	<ul style="list-style-type: none"> <li>➤ I can use decimals to represent fractions with denominators of 10 and 100.</li> </ul>	
4.NF.C.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	<ul style="list-style-type: none"> <li>➤ I can compare two decimals to the hundredths and explain my answer by using a model.</li> <li>➤ I can compare decimals to the hundredths by using symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</li> </ul>	
4.MD.A.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	<ul style="list-style-type: none"> <li>➤ I can understand different sizes of measurement within one system of unit. (length, capacity, time, weight).</li> <li>➤ I can record equivalent measurements on a two column table.</li> <li>➤ I can understand that there are smaller units that are equal to larger units within one</li> </ul>	

	system. (ex. 100cm = 1m).	
4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	<ul style="list-style-type: none"> <li>➤ I can solve measurement word problems using the four operations.</li> <li>➤ I can solve measurement word problems by using diagrams.</li> </ul>	
4.MD.A.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	<ul style="list-style-type: none"> <li>➤ I can use a given formula to find area of rectangles.</li> <li>➤ I can use a given formula to find perimeter of rectangles.</li> <li>➤ I can use the area formula to find the unknown factor.</li> <li>➤ I can use the area formula to find the unknown factor.</li> <li>➤ I can use the perimeter formula to find the unknown measurement.</li> </ul>	
4.MD.B.4. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	<ul style="list-style-type: none"> <li>➤ I can show measurement data on a line plot using fractions.</li> <li>➤ I can use information from a line plot to solve addition and subtraction fraction problems.</li> </ul>	
4.MD.C.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	<ul style="list-style-type: none"> <li>➤ I can recognize an angle as two rays with a common end point.</li> <li>➤ I can recognize that geometric shapes contain angles.</li> <li>➤ I can understand that an angle is a part of a 360 degree circle.</li> <li>➤ I can understand that angles can be measured</li> </ul>	

		<p>by degrees.</p> <ul style="list-style-type: none"> <li>➤ I can find the missing angle measurement using addition or subtraction.</li> </ul>	
	4.MD.C.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	<ul style="list-style-type: none"> <li>➤ I can use a protractor to measure angles.</li> <li>➤ I can sketch (draw) angles of a given measure.</li> </ul>	
	4.MD.C.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	<ul style="list-style-type: none"> <li>➤ I can add decomposed (broken down) parts of an angle to find the sum of the whole angle.</li> </ul>	
	4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	<ul style="list-style-type: none"> <li>➤ I can draw and identify points, lines, line segments, and rays in two dimensional figures.</li> <li>➤ I can draw and identify perpendicular and parallel sides in two dimensional figures.</li> <li>➤ I can draw and identify right, acute, and obtuse angles in two dimensional figures.</li> </ul>	
	4.G.A.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	<ul style="list-style-type: none"> <li>➤ I can classify (sort) two dimensional figures based on parallel and perpendicular sides.</li> <li>➤ I can classify two dimensional figures based on sizes of angles.</li> <li>➤ I can recognize and identify right triangles.</li> </ul>	
	4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and	<ul style="list-style-type: none"> <li>➤ I can draw and identify a line of symmetry on a two dimensional figure.</li> <li>➤ I can recognize a figure is divided into equal parts by its line(s) of symmetry.</li> </ul>	

	draw lines of symmetry.		
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SCIENCE	Standard	"I Can..."	Academic Vocab
	4-PS3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	➤ I can explain how an object's speed and energy are related.	
	4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	➤ I can prove that energy can be transferred from one thing to another by sound, heat, light, or electricity.	
	4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.	➤ I can guess what will happen when objects hit each other.	
	4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	➤ I can make a machine that changes energy from one kind to another.	
	4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	<ul style="list-style-type: none"> <li>➤ I can prove that waves cause objects to move.</li> <li>➤ I can make a model to show patterns in waves.</li> </ul>	
	4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	➤ I can make a model that shows we can see things because the light reflected off them goes into our eyes.	
	4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.	➤ I can use patterns to send information.	
	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	➤ I can explain how plants and animals are made up of special parts that help them live.	
	4-LS1-2. Use a model to describe that animals receive different types of information through their senses,	➤ I can explain how animals get information through their five senses and use their brains	

	process the information in their brain, and respond to the information in different ways.	to understand it.	
	4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	➤ I can identify patterns in rock layers and fossils to explain how the land has changed over time.	
	4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	➤ I can explain how weathering and erosion change the land over time.	
	4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.	➤ I can use maps to explain patterns in the Earth's features.	
	4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	➤ I can explain where fuels come from and how using them affects the environment.	
	4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	➤ I can help figure out solutions to improve the environment.	
	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	➤ I can think up an engineering "problem" that needs to be fixed. ➤ I can list rules for possible solutions.	
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	➤ I can brainstorm solutions for an engineering "problem". ➤ I can compare ideas to find which ones best fit the situation.	
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	➤ I can test different solutions for an engineering problem. ➤ I can tell you if an idea will work, fail, or just needs improvement.	

