

3rd Nine Weeks Learning Targets – 4th Grade

Reading Literature Text

Students will be able to:

- draw inferences from a text and refer to details and examples in the text when explaining my inferences. RL 1-1
- determine the theme of a piece of literature. RL 2-1
- summarize a piece of literature. RL 2-2
- use specific details from the story to describe a character in depth. RL 3-1
- use specific details from the story to describe a setting in depth. RL 3-2
- use specific details from the story to describe an event in depth. RL 3-3
- determine the meaning of words and phrases based on how they are used in a text. RL 4-1
- identify the meaning of words that are allusions. RL 4-2
- refer to structural elements to explain major differences among poems, drama, and prose. RL 5-1
- compare and contrast the viewpoint of different stories, especially in first- and third- person narration. RL 6-1
- make connections between the written text of a story and a visual or oral presentation of the text. RL 7-1
- compare and contrast themes, topics, and plot patterns of literature from various cultures. RL 9-1
- read and comprehend literature appropriate for fourth grade. RL 10-1

Reading Informational Text

Students will be able to:

- draw inferences from a text and refer to details and examples in the text when explaining my inferences. RI 1-1
- determine the main idea of a text and explain how it is supported by key details. RI 2-1
- summarize a piece of informational text. RI 2-2
- explain events, ideas, or procedures from an informational text and use the text to support my explanation. RI 3-1
- determine the meaning of words or phrases in a grade 4 text. RI 4-1
- describe the structure used in a piece of informational text. RI 5-1
- explain differences in focus and information provided between a firsthand and secondhand account of the same event. RI 6-1
- interpret information that is presented orally. RI 7-1
- explain how information presented orally contributes to my understanding of a text. RI 7-2
- explain how an author uses reasons and evidence to support his/her points. RI 8-1
- combine information from two texts on the same topic to write or speak about the subject. RI 9-1
- read and comprehend informational text appropriate for fourth grade. RI 10-1

Reading Foundation Skills

Students will be able to:

- use his/her knowledge of letter-sound relationships, syllabication, and roots and affixes to read words he/she doesn't know. RF 3a-1
- read fourth grade text with purpose and understanding. RF 4a-1
- read fourth grade text aloud with accuracy, expression, and appropriate rate. RF 4b-1
- use strategies to understand unknown words. RF 4c-1

Writing

Students will be able to:

- write an opinion piece that supports a point of view, where he/she: W 1-1
 - a - introduces a topic or name of a book, state an opinion, and create an organizational structure that supports their purpose,
 - b - provide reasons that are supported by facts and details,
 - c - use linking words to give a reason to support my opinion, and
 - d - provide a concluding section or statement.
- write an informative piece, which examines a topic, where he/she: W 2-1
 - a - introduces a topic and group related information and include formatting and illustrations when helpful,
 - b - use facts, definitions, details, and quotations to develop the topic,
 - c - use linking words to connect ideas within categories, and
 - d - provide a concluding statement or section.

- write a real or imagined narrative piece where he/she: W 3-1
 - a - establishes a situation, introduce a narrator, and organize an appropriate sequence,
 - b - use dialogue and descriptions to develop events and characters,
 - c - use transitional words and phrases to manage sequence of events,
 - d - use concrete words and phrases and sensory details,
 - e - provide some sense of closure.
- produce a piece of writing that is appropriate for fourth grade tasks, purposes, and audiences. W 4-1
- use guidance from my peers and adults to plan, revise, and edit his/her writing. W 5-1
- use digital tools to produce and publish his/her work. W 6-1
- use the internet to interact and collaborate with his/her peers on writing projects. W 6-2
- demonstrate a command of keyboarding skills to type a page in one setting. W 6-3
- conduct a short research project to build knowledge about a topic. W 7-1
- use provided sources to find information, take notes on sources, and categorize my notes. W 8-1
- provide a list of sources used for a research project. W 8-2
- use evidence from literature to support analysis, reflection, and research. W 9a-1
- use evidence from informational text to support analysis, reflection, and research. W9b-1
- write for a range of time and tasks. W 10-1

Speaking & Listening

Students will be able to:

- prepare for a class discussion and participate by responding to things others say. SL 1a-1
- follow agreed-upon rules for class discussions and carry-out my assigned roles. SL 1b-1
- ask questions to clear up confusion about a presentation. SL 1c-1
- make comments that contribute to a discussion. SL 1c-2
- explain ideas and understanding as they connect to the discussion. SL 1d-1
- paraphrase portions of a text read aloud or presented visually. SL 2-1
- identify the reasons and evidence a speaker gives to support points. SL 3-1
- speak clearly and audibly while reporting on a topic or telling a story or experience in an organized manner. SL 4-1
- add audio recordings or visual displays to enhance a presentation. SL 5-1
- differentiate between a project that calls for formal English and ones that allow use of informal discourse. SL 6-1
- use formal English when appropriate to tasks and situation. SL 6-2

Language

Students will be able to:

- use relative pronouns. L 1a-1
- use relative adverbs. L 1a-2
- form and use progressive verb tenses. L 1b-1
- use modal auxiliary verbs (shall, might, can, must, etc.) L 1c-1
- use adjectives in conventional order. (small, red bag NOT red, small bag) L 1d-1
- form and use prepositional phrases. L 1e-1
- produce complete sentences. L 1f-1
- correct inappropriate fragments and run-ons. L 1f-2
- correctly use homonyms. L 1g-1
- use correct capitalization. L 2a-1
- use quotations and commas to mark direct speech and quotations from a text. L 2b-1
- use a comma before a coordinating conjunction in a compound sentence. L 2c-1
- spell fourth grade words appropriately and consult references as needed. L 2d-1
- choose words and phrases to precisely convey ideas. L 3a-1
- choose punctuation for effect. L 3b-1
- differentiate between contexts that call for formal English and informal discourse. L 3c-1
- use context clues to figure out word meanings. L 4a-1
- determine the meaning of a word by using the affix or root. L 4b-1
- determine the meaning or pronunciation of a word by consulting reference materials. L 4c-1
- explain the meaning of simple similes and metaphors. L 5a-1
- recognize and explain the meaning of common idioms, adages, and proverbs. L 5b-1
- demonstrate my understanding of words by relating them to their synonyms and antonyms. L 5c-1
- use words and phrases that I learn through listening and reading, especially words related to fourth grade topics. L 6-1

3rd Nine Weeks Learning Targets – MATH

Fractions:

- I can explain (and show models for) why multiplying a numerator and a denominator or by the same number does not change the value of a fraction. 4NF.1
- I can compare two fractions with different numerators and different denominators by creating common denominators or numerators by comparing them to a benchmark fraction like one-half. 4NF.2
- I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. 4NF.2
- I can compare fractions using symbols and justify the comparison by using models. 4NF2
- I can understand that improper fractions have a greater numerator than denominator. 4NF3
- I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4NF3
- I can decompose a fraction into a sum of fractions with the same denominator. 4NF3
- I can add and subtract mixed numbers with like denominators. 4NF3
- I can solve word problems involving addition and subtraction of fractions with like denominators. 4NF3
- I can multiply a fraction by a whole number. 4NF4
- I can solve word problems involving multiplication of a fraction by a whole number. 4NF4
- I can show a fraction with a denominator of 10 as an equivalent fraction with the denominator of 100 in order to add the two fractions. 4NF5
- I can use decimals to show fractions with denominators of 10 and 100. 4NF6
- I can compare two decimals to hundredths by reasoning about their size. 4NF7

Geometry

- I can identify and draw points, lines, line segments, rays, angles and perpendicular and parallel lines. 4G1
- I can classify two-dimensional shapes based on what I know about their geometrical attributes. 4G2
- I can recognize and identify right triangles. 4G2
- I can recognize and draw lines of symmetry. 4G3
- I can recognize angles as geometric shapes where two rays share a common endpoint. 4MD5
- I can understand that angles are measured with reference to a circle, with its center at the common endpoint of the rays. 4MD5
- I can use a protractor to measure angles in whole-number degrees. 4MD6
- I can solve addition and subtraction problems involving angles. 4MD7

3rd Nine Weeks Learning Targets – SCIENCE

I can demonstrate the relationship between the application of a force and the resulting change in position and motion on an object. S4P3

I can:

- identify simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle). S4P3a
- use different size objects to observe how force affects speed and motion. S4P3b
- explain what happens to the speed or direction of an object when a greater force than the initial one is applied. S4P3c
- demonstrate the effect of gravitation force on the motion of an object. S4P3d

I can describe the roles of organisms and the flow of energy within an ecosystem. S4L1

I can:

- identify the roles of producers, consumers, and decomposers in a community. S4L1a
- demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. S4L1b
- predict how changes in the environment would affect a community (ecosystem) of organisms. S4L1c
- predict effects on the population if some of the plants or animals in the community are scarce or if there are too many. S4L1d

I can identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection). S4L2

I can:

- identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.) S4L2a
- identify factors that may have led to the extinction of some organisms. S4L2b

3rd Nine Weeks Learning Targets – SOCIAL STUDIES

I can explain the causes, events, and results of the American Revolution. SS4H4

I can:

- trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party. SS4H4a
- explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power. SS4H4b
- describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown. SS4H4c
- describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams. SS4H4d

I can analyze the challenges faced by the new nation. SS4H5

I can:

- identify the weaknesses of the government established by the Articles of Confederation. SS4H5a
- identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery. SS4H5b
- identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.
- identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791. SS4H5d
- describe the causes and events of the War of 1812; including the burning of the Capitol and the White House. SS4H5e

I can explain the westward expansion of America between 1801 and 1861. SS4H6

I can:

- describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns). SS4H6a
- describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America. SS4H6b
- describe the impact of westward expansion on Native Americans. SS4H6

I can examine the main ideas of the abolitionist and suffrage movements. SS4H7

I can:

- discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton. SS4H7a
- explain the significance of Sojourner Truth to the abolition and suffrage. SS4H7b