



2023/2024  
*Lindbergh Elementary*  
*4th Grade*  
*Priority Standards and Proficiency Scales*

## Reading Priority Standards

Reading Foundations	<ul style="list-style-type: none"><li>• <a href="#">Phonics</a> and Word Analysis</li><li>• <a href="#">Inferencing with Text Evidence</a></li><li>• <a href="#">Vocabulary</a></li><li>• <a href="#">Reading Habits</a></li></ul>
Reading Fiction	<ul style="list-style-type: none"><li>• <a href="#">Summarizing</a></li><li>• <a href="#">Theme</a></li><li>• <a href="#">Character Analysis</a></li></ul>
Reading Nonfiction	<ul style="list-style-type: none"><li>• <a href="#">Text Features</a></li><li>• <a href="#">Text Structure</a></li><li>• <a href="#">Synthesizing</a></li></ul>

Reading Foundations: Phonics & Word Analysis	
4.RF.3.A: Develop phonics in the reading process by decoding words using knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Consistently applies word analysis skills in texts above grade level               <ul style="list-style-type: none"> <li>Analyze and spell unfamiliar words using the root word, base word, prefix, or suffix</li> </ul> </li> </ul>
3.0 ME	<p><i>The student will:</i></p> <p><b>Develop phonics in the reading process.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4.RF.3.A.a- Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.</li> <li><input type="checkbox"/> 4.RF.3.A.b-Reading root words, prefixes, and suffixes and important words from specific content curricula.</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recall and recognize terms: <i>syllable, prefix, suffix, base word, root word, multisyllabic word</i></li> <li>Know root words and base words have meaning but do not typically stand alone (Ex. spect as in respect, graph as in graphic)</li> <li>Know strategies for decoding multisyllabic words</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Reading Fiction: Summarizing	
<b>4.R.2.A.a: Summarize and put in order the events in the plot and explain how past events impact future events.</b>	
4.0 EE	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>• Describe how a narrator's or speaker's point of view influences events</li> <li>• Recognize foreshadowing</li> </ul>
3.0 ME	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.2.A.a: Summarize and put in order the events in the plot and explain how past events impact future events</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Includes the story elements.</b></li> <li><input type="checkbox"/> <b>Use strategies to determine relevant vs. irrelevant details</b></li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>summarize, sequence, main idea, topic, theme, lesson, moral, story elements</i></li> <li>• Use strategies for inferring and drawing conclusions</li> <li>• Identify the story elements related to the theme including: setting, plot, character, resolution/solution, problem/conflict</li> <li>• Retell a story, recalling the main character and big events, in order</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Reading Fiction: Theme	
<b>4.R.2.A.a: Identify the theme using details from the text by inferring, analyzing and drawing conclusions.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Identify and explain multiple themes or moral lessons in a story or novel</li> <li>• Identify similar themes or moral lessons across multiple stories or novels</li> <li>• Provide evidence from the text to support themes or moral lessons across multiple stories or novels</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.2.A.a: Explain the theme from a story, play, poetry, or novel and provide evidence from a variety of cultures and times.</b></li> <li><input type="checkbox"/> <b>Identify several parts throughout a story that allude to the theme (going back to find these details at the end of reading)</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>theme, big idea, message, supporting details</i></li> <li>• Paraphrase the big idea/themes/messages and supporting details of texts</li> <li>• Identify the theme of a story in a word or phrase (what a character has learned)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Reading Fiction: Character Analysis	
<b>4.R.2.A.: Describe the personality traits of characters from their thoughts, words, and actions</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</li> <li>• Recognize hidden sides to characters. For example, the character might say or act as if he or she doesn't care, but the reader sees signs he or she really does.</li> <li>• Recognize that several things can drive a character's words, actions or feelings and he or she is pulled in conflicting ways.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.2.A.b: Describe the personality traits of characters from their thoughts, words, and actions and how they change</b></li> <li><input type="checkbox"/> <b>4.R.2.A.c: Describe the interaction of characters including the relationships and how they change</b></li> <li><input type="checkbox"/> <b>4.R.2.C.a: Analyze how character change form the beginning to the end of a play or film</b></li> <li><input type="checkbox"/> <b>4.R.2.A.e: Compare and contrast the point of view of which stories are narrated and explain if the story is narrated in 1st or 3rd person</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: fiction, character, character traits, character motives, describe</li> <li>• Use strategies for inferring about a character, but arrives at incorrect conclusion</li> <li>• Choose the trait that best describes the character, given a list of character traits</li> <li>• Identify the difference between a trait and a feeling</li> <li>• Notice character(s) feelings and traits</li> <li>• Discuss how a character(s) feels in a particular scene</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Reading Nonfiction: Text Features	
4.R.3.A.a Use multiple text features(captions, headings, diagrams) to locate and interpret information 4.R.3.A.c Interpret and explain factual information presented graphically	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• The student not only thinks about how the text is structured (compare-contrast, claim and supports), but also about whether this is a genre they know—a biography, a research article, an overview, or an argument.</li> <li>• Add an additional text feature such as a chart, map, caption or diagram to develop an important idea in an informational text</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.3.A.a: Use multiple text features (captions, headings, diagrams, etc.) to locate and interpret information</b></li> <li><input type="checkbox"/> <b>4.R.3.A.b: Apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times</b></li> <li><input type="checkbox"/> <b>4.R.3.A.c: Interpret information presented visually, orally, or quantitatively</b> (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) <b>and explain how the information contributes to an understanding of the text in which it appears</b> (Ex. A picture of where a tree kangaroo lives)</li> </ul>
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>text features, captions, headings, diagrams, types of print, title,</i></li> <li>• Explain how a specific text feature contributes to text understanding</li> <li>• Utilize informational text features and structures to support understanding of the text in which they appear</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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## Reading Nonfiction: Text Structure

**4.R.3.B.c:** Explain how an author uses language to present information to influence what the reader thinks or does.

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Recognize exaggerated, contradictory, or misleading statements</li> <li>• Recognize why a part of the text is important and think not only structurally about how the part goes with other parts, but also think about how the part advances the author's main ideas/claims</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.3.B.c: Discuss why an author included one part of a text and how it can influence the reader</b> (Ex. figurative language, questions, sensory details)</li> <li><input type="checkbox"/> <b>4.R.4.A.d: Explain how text structures and graphics, in print and online, help readers comprehend text. Recognize that some parts of the text are important to the structure of the text (a solution to the problem, an effect of a cause, an answer to a question.)</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>influence, point of view, language, perspective, author's purpose</i></li> <li>• Identify the author's purpose and perspective</li> <li>• Understand that points of view differ based on experience and perspective</li> <li>• Describe how point of view affects how a text is written or told</li> <li>• Determine the point of view</li> <li>• Recognize your point of view and compare it to the author's point of view</li> <li>• Explain what a particular word makes one feel, picture, or think about</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Reading Nonfiction: Synthesizing	
4.R.3.C. Develop and apply skills and strategies to comprehend, analyze, and evaluate text.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Explain what the text says explicitly as well as inferences drawn from the text</li> <li>● Analyze multiple accounts (more than two) of the same event or topic, explaining similarities and differences in the point of view</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.3.C.b: Explain explicit and implicit relationships among ideas in multiple texts. For example: synthesizing across 2 texts on a similar topic</b></li> <li><input type="checkbox"/> <b>Make inferences on grade level text</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>compare, contrast, similarity, difference, key detail, topic, firsthand, secondhand, point of view</i></li> <li>● Identify details that are in each text</li> <li>● Compare and contrast the most important points and key details of the same topic from one point of view</li> <li>● Identify the important details included in both texts</li> </ul>
1.0 AC	With support, little to no success

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Reading Foundations: Inferencing with Text Evidence	
4.R.1.A.a Draw conclusions and infer by pointing out textual evidence of what the text says exactly.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Infer using background knowledge not referenced in the text (Ex. come up with own ideas about relationships/ interactions between events, ideas, and key concepts)</li> <li>• Connect several inferences across one text</li> <li>• Link conclusions and inferences across multiple parts/sections of a text</li> <li>• Analyze a text meaning based on inferences drawn from the text</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.1.A.a: Draw conclusions and infer (read between the lines) by pointing out textual evidence</b></li> <li><input type="checkbox"/> <b>4.R.1.A.a: Refer to details and examples in a text when explaining what the text says explicitly and when making inferences from the text</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>infer, evidence, draw conclusions, schema/background knowledge, inference</i></li> <li>• Use strategies for inferring/drawing conclusions, but arrives at the wrong conclusion</li> <li>• Explain how specific aspects of a text's illustrations contribute to what is being said in a story</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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## Reading Foundations: Vocabulary

**4.R.1.B.a: Determining the meaning of academic English words derived from Latin, Greek, or linguistic root words and their prefixes and suffixes. Using conversational, general academic, and content specific words and phrases.**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Analyze Greek and Latin roots, prefixes, and suffixes and apply the meaning to familiar and unfamiliar words</li> <li>Demonstrate how the addition of a suffix changes the part of speech (Ex. Vacate (verb) - Vacation (noun))</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.1.B.a: Identify the meaning of specific root words, prefixes, and suffixes.</b> (Ex. Greek root, graph, to understand the meaning of telegraph, photograph, autograph.)</li> <li><input type="checkbox"/> <b>4.R.1.B.b: Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.</b></li> <li><input type="checkbox"/> <b>4.R.1.B.d: Identify the meaning of common idioms and figurative language</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recall and recognize terms: <i>root, prefix, suffix, base</i></li> <li>Recall the root words but not the meaning</li> <li>Recall the prefix but not the meaning (ex. Pre, non)</li> <li>Recall the suffix but not the meaning (ex. tion)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Reading Foundations: Reading Habits	
4.R.1.D.a Read independently for multiple purposes over sustained periods of time.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Chooses to read for pleasure</li> <li>• Chooses to share evidence of reading with others</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.R.1.D.b: Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate at their independent level and responding to reading through talking or writing</b> (30 minutes or more sustained independent reading)</li> <li><input type="checkbox"/> <b>4.R.1.C.a/b: Apply strategies with appropriate texts: thinking within, beyond and about the text</b></li> <li><input type="checkbox"/> <b>4.R.1.D.b: Produce evidence of reading through talking or writing using at least 2 or more of the following:</b> <ul style="list-style-type: none"> <li>• <b>Graphic organizers</b></li> <li>• <b>book talks</b></li> <li>• <b>conferences</b></li> <li>• <b>Seesaw posts</b></li> <li>• <b>notebooking</b></li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>genre, stamina, engagement, self-monitor, "good-fit" books</i></li> <li>• Read a variety of fiction and informational texts</li> <li>• Utilize strategies to sustain engagement</li> <li>• Build reading stamina by setting goals and tracking progress</li> <li>• Self-select texts based on interest, purpose and readability</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Writing Proficiency Scales	
Writing Process	<ul style="list-style-type: none"> <li>• <a href="#">Editing</a></li> <li>• <a href="#">Revising</a></li> </ul>
Narrative	<ul style="list-style-type: none"> <li>• <a href="#">Narrative Writing</a></li> </ul>
Opinion	<ul style="list-style-type: none"> <li>• <a href="#">Opinion Writing</a></li> </ul>
Informational	<ul style="list-style-type: none"> <li>• <a href="#">Informational Writing</a></li> </ul>
Language	<ul style="list-style-type: none"> <li>• <a href="#">Grammar and Conventions</a></li> <li>• <a href="#">Spelling</a></li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• <a href="#">Speaking and Listening</a></li> </ul>

Writing Process: Editing	
4.W.1.C: Reread, revise and edit drafts with assistance.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Choosing an appropriate organizational structure (such as: description, sequence, cause and effect, problem and solution or compare and contrast) and building on one main idea to create a multiple-paragraph text appropriate to the genre</li> <li>• Categorizing, organizing, and sequencing facts, details, and events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure (student completes ALL elements)</li> <li>• Addressing an appropriate audience, organization, and purpose</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <p><input type="checkbox"/> <b>4.W.1.C.b: Edit (make corrections) for language conventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Punctuate dialogue correctly</b></li> <li><input type="checkbox"/> <b>Capitalize the beginning of sentences and proper nouns</b></li> <li><input type="checkbox"/> <b>Use correct punctuation at the end of a sentence</b></li> <li><input type="checkbox"/> <b>Use a comma before coordinating conjunctions</b></li> <li><input type="checkbox"/> <b>Correct sentence fragments and run-on sentences in writing</b></li> <li><input type="checkbox"/> <b>Correct order of adjectives</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• <i>Describe how sentence structure should be used. (Example, capital letters and correct punctuation)</i></li> <li>• <i>Consult reference materials to check and correct spellings (Use a dictionary, other writing samples, ask a friend, use technology)</i></li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Writing Process: Revising	
4.W.1.C: Reread, revise and edit drafts with assistance.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Establish and maintain a consistent point of view</li> <li>• Uses figurative language in a variety of genres seamlessly when appropriate</li> <li>• Utilizes an revising checklist independently to better their writing</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <p><input type="checkbox"/> <b>4.W.1.C.a: Reread and revise drafts with assistance to develop and strengthen writing by revising as needed.</b></p> <p><b>Examples could include:</b></p> <ul style="list-style-type: none"> <li>• <b>sequence (ideas)</b></li> <li>• <b>focus beginning/middle/end</b></li> <li>• <b>details/facts (from multiple sources, when appropriate)</b></li> <li>• <b>word choice (related to the topic)</b></li> <li>• <b>sentence structure</b></li> <li>• <b>transitions</b></li> <li>• <b>audience and purpose</b></li> <li>• <b>voice</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>revise, the main idea, sequence, focus, beginning, middle, end, details/facts, word choice, sentence structure, transition, audience and purpose, voice</i></li> <li>• Respond to questions and suggestions to clarify meaning</li> <li>• Add details to sentence construction to strengthen writing</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Language: Grammar and Conventions	
4.L.1.A: In speech and written form, apply standard English grammar.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Produce a variety of complex sentences in writing</li> <li>• Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection</li> <li>• Use relative pronouns and relative adverbs</li> <li>• Shows understanding of using possessive with proper nouns (Ex. Harry Potter's broom (possessive)/ The Potters (plural))</li> <li>• Use a comma to separate an introductory clause in a complex sentence (Ex. When I am thirsty, I go get a drink.)</li> <li>• Write apostrophes in regular plural nouns to show possession (Ex. two dogs' toys)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.L.1.A.b: Use and order adjectives within sentences to conventional patterns (number, opinion, size, age, shape, color, proper adjective (eg, nationality, origin) purpose)</b> (Ex. I love that <i>beautiful old big green antique</i> car that always parked at the end of the street.</li> <li><input type="checkbox"/> <b>4.L.1.A.h Produces and expands the complete simple and compound sentences of all types</b> (declarative, exclamatory, imperative, interrogative)</li> <li><input type="checkbox"/> <b>4.L.1.A.i Correct sentence fragments and run- on sentences in writing</b></li> <li><input type="checkbox"/> <b>4.L.1.B.c Insert a comma before a coordinating conjunction in a compound sentence</b></li> <li><input type="checkbox"/> <b>4.L.1.B.e: Use correct capitalization in sentences including proper nouns</b></li> <li><input type="checkbox"/> <b>4.L.1.B.b: Punctuate dialogue between two or more characters using correct punctuation</b></li> </ul>
2.5- NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>adjective, noun, verb, adverb, conjunction, past, present, future, preposition, incomplete sentence and complete sentence.</i></li> <li>• Use regular and irregular verbs and simple verb tenses (Ex. walk-walked, drink-drank, see/saw/seen/seeing)</li> <li>• Use complete subject and complete predicate in a sentence (Ex. The dog ate his bone.)</li> <li>• Correctly uses adjectives to describe a noun in sentences</li> <li>• Use subject/verb agreement in sentences (Ex. we eat, he eats)</li> <li>• Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences (Ex. Please shut the door. The house is on fire!)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.



Language: Spelling	
4.L.1.B: In written text, apply punctuation, capitalization and spelling.	
4.0 EE	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>Demonstrates understanding of how prefixes and suffixes change pronunciation and parts of speech of words</li> </ul>
3.0 ME	<input type="checkbox"/> <b>4.L.1.B.i: In written text use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to spell accurately unfamiliar multisyllabic words in context</b>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<ul style="list-style-type: none"> <li>Recall and recognize terms: <i>letter-sound correspondence, syllables, syllable patterns, multisyllabic words, root words, affixes, prefix, suffix</i></li> <li>Use spelling patterns and generalizations to spell compound words</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Narrative Writing	
4.W.2.C Write fiction or nonfiction narratives and poems.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Uses foreshadowing</li> <li>• Used some objects or actions as symbols to bring forth meaning</li> <li>• Uses purposeful word choice to evoke emotions in the audience including figurative language</li> <li>• The writer varied sentences (declarative, imperative, interrogative, and exclamatory) to create a pace and tone</li> <li>• Uses advanced transition words (Ex.: however, although it was raining, nevertheless, similarly, in addition, all of a sudden, earlier I saw)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.W.2.C.b: Use narrative techniques, such as dialogue, motivation, and descriptions</b></li> <li><input type="checkbox"/> <b>4.W.2.C.a: Establish a setting and situation/topic and introduce a narrator and/or characters</b></li> <li><input type="checkbox"/> <b>4.W.2.C.c: Organize an event sequence that unfolds naturally to establish a beginning/middle/end</b></li> <li><input type="checkbox"/> <b>4.W.2.C.d: Use a variety of transitions to manage the sequence of events</b> (Ex.: after we ate, a moment later, shortly after my nap, meanwhile)</li> <li><input type="checkbox"/> <b>4.W.2.C.e: Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms such as: <i>narrative, dialogue, description, narrator, character, sequence, transitions, audience, purpose</i></li> <li>• Attempt to use narrative techniques, such as dialogue and descriptions</li> <li>• Drafts a narrative with a beginning/middle/end</li> <li>• Use basic transition words and phrases to signal event order (Ex. before, later, after a while)</li> <li>• Use basic sensory details</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Opinion Writing	
4.W.2.A: Write opinion texts.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• State an opinion or establish a position and provide several reasons for the opinion/position supported by multiple facts and details</li> <li>• Introduce a topic or text being studied using an introductory paragraph that clearly supports the writings purpose</li> <li>• Quote direct text from a source: including accurate punctuation and gives credit to the source of direct quote.</li> <li>• Research and rewrite information from a source in one own's language (paraphrase)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.W.2.A.b: State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details</b></li> <li><input type="checkbox"/> <b>4.W.2.A.c: Use specific and accurate words that are related to the topic, audience, and purpose</b></li> <li><input type="checkbox"/> <b>4.W.2.A.d: Contain information using student's original language except when using a direct quotation from a source</b></li> <li><input type="checkbox"/> <b>4.W.2.A.e: Reference the name of the authors or name of the source used for details or facts included in the text</b></li> <li><input type="checkbox"/> <b>4.W.2.A.f: Use transitions to connect opinion and reasons</b> (Ex. for instance, in order to, in addition, in summary, in otter words, in conclusion)</li> <li><input type="checkbox"/> <b>4.W.2.A.g: Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>opinion, thesis, reasons, examples, support, details, evidence, introduction, conclusion, transition words, claim and idea, position</i></li> <li>• State an opinion or establish a position and provide reasons for the opinion/position</li> <li>• Write reasons or examples,with few supporting details, why readers should agree with the opinion and write at least several sentences about each reason.</li> <li>• Organize the information so that each part of the writing was mostly about one thing.</li> <li>• Use linking/transition words and phrases to signal order (Ex. first, then, next, also, finally)</li> <li>• Provide evidence of a beginning, middle and concluding statement or paragraph</li> <li>• Draft a complete paragraph from pre-writing <ul style="list-style-type: none"> <li>○ Write a topic sentence for each paragraph</li> <li>○ Include facts or ideas within each paragraph</li> <li>○ Include supporting details in the paragraph to support the main idea</li> <li>○ Includes a concluding sentence to complete the paragraph</li> </ul> </li> </ul>
1.0	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Informational Writing	
4.W.2.B Write informative/explanatory texts	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Using different kinds of information to teach about the subject. Such as: little essays, stories, or how-to sections.</li> <li>• Writing an introduction that helped readers get interested in and understand the subject</li> <li>• Uses advanced transition words to connect thoughts and ideas such as: consequently, specifically, therefore, for this reason</li> <li>• Writing uses text structures that support the topic. (Ex. cause/effect, problem/solution, sequence)</li> <li>• Use a scholarly voice or teaching tone by using phrases such as: that means, let me explain</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.W.2.B.a: Introduce a topic sentence in an introductory paragraph</b></li> <li><input type="checkbox"/> <b>4.W.2.B.b: Develop the topic into supporting paragraphs from sources</b> (books, newspapers, digital media sources), <b>using topic sentences with facts, details, examples, and quotations</b></li> <li><input type="checkbox"/> <b>4.W.2.B.c: Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</b></li> <li><input type="checkbox"/> <b>4.W.2.B.d: Contains information using student's original language except when using direct quotations from a source</b></li> <li><input type="checkbox"/> <b>4.W.2.B.e: Use grade level appropriate transition words or phrases in each section to help readers understand how one piece of information connects with others.</b> (Ex. in addition, in summary, in other words, in conclusion)</li> <li><input type="checkbox"/> <b>4.W.2.B.f: Create a concluding paragraph related to the information</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>informational, facts, details, examples, quotations, hook, lead, transition words, topic, main idea, supporting detail</i></li> <li>• Develop the topic with simple facts, definitions, details, and explanations</li> <li>• Use basic transition words to connect ideas within categories of information (but, since, one example, for example)</li> </ul>
1.0	With support, partial success at score 2.0 and score 3.0 content.

Speaking and Listening: Presenting	
4.SL.4.A.a: Speak effectively when presenting.	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Follow agreed upon rules for listening and fulfilling discussion rules independently</li> <li>• Listen for speaker's message and be able to summarize main points based on evidence</li> <li>• Clearly shares multiple perspectives while presenting</li> <li>• Effectively manages multiple pieces of media while presenting</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Plan an appropriate presentation based on the audience</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Length</b></li> <li><input type="checkbox"/> <b>Tone</b></li> <li><input type="checkbox"/> <b>Topic</b></li> <li><input type="checkbox"/> <b>Media</b></li> </ul> </li> <li><input type="checkbox"/> <b>Ask questions to check understanding of information presented</b></li> <li><input type="checkbox"/> <b>Stay on topic while speaking</b></li> <li><input type="checkbox"/> <b>Link comments to the remarks of others</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>rules, listening skills, expectations, ideas, discussion, comments, opinions</i></li> <li>• Follow three step instructions according to classroom expectations</li> <li>• Speak clearly at an understandable pace</li> <li>• Respond appropriately to discussion in a variety of settings, according to classroom expectations</li> </ul>
1.0 AC	With support, partial success at score 2.0 and score 3.0 content.

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4th Grade Math Proficiency Scale		iReady Lesson
Numbers in Base Ten	<ul style="list-style-type: none"> <li>• <a href="#">Rounding</a></li> </ul>	Lesson: 3
	<ul style="list-style-type: none"> <li>• <a href="#">Multidigit Addition and Subtraction</a></li> </ul>	Lessons: 4,5
	<ul style="list-style-type: none"> <li>• <a href="#">Multi Digit Multiplication</a></li> </ul>	Lessons: 11, 12,13
	<ul style="list-style-type: none"> <li>• <a href="#">Multidigit Division</a></li> </ul>	Lessons: 14, 15
Algebraic Thinking	<ul style="list-style-type: none"> <li>• <a href="#">Multi Step Problem Solving</a></li> </ul>	Lesson: 10
Operations in Fractions and Decimals	<ul style="list-style-type: none"> <li>• <a href="#">Comparing and Ordering Fractions</a></li> </ul>	Lessons: 17,18
	<ul style="list-style-type: none"> <li>• <a href="#">Adding and Subtracting Fractions</a></li> </ul>	Lessons: 19, 20, 21, 22
	<ul style="list-style-type: none"> <li>• <a href="#">Decimals</a></li> </ul>	Lessons: 25, 26, 27
Geometry and Measurement	<ul style="list-style-type: none"> <li>• <a href="#">Customary and Metric Units</a></li> </ul>	Lessons: 28, 29
	<ul style="list-style-type: none"> <li>• <a href="#">Area and Perimeter</a></li> </ul>	Lessons: 16
	<ul style="list-style-type: none"> <li>• <a href="#">Two-Dimensional Shapes</a></li> </ul>	Lessons:33

## Operations in Base Ten: Rounding

### **4.NBT.A1: Round multi digit whole numbers to any place.**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Explain if an answer is reasonable using rounding</li> <li>• Estimate and round decimal numbers up to the thousandth place</li> <li>• Demonstrate understanding of rounding in real-world (authentic) problems</li> <li>• Rounds decimals</li> <li>• Analyze and evaluate errors in a given problem</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Round multi-digit whole numbers to any place up to one million</b></li> <li><input type="checkbox"/> <b>Round whole numbers ranging from four to five digits and rounding to tens or hundreds</b></li> <li><input type="checkbox"/> <b>Round whole numbers ranging from five to six digits and rounding to the hundreds or thousands</b></li> <li><input type="checkbox"/> <b>Understanding to round multi-digit whole numbers to any place in the context of estimation</b> (Ex. The city of Franklin has a population of 46,578. The city of Valley Grove has a population of 51,926. Both populations are rounded to the nearest thousand. What is the best estimate for the combined population of the two cities?)</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>round, estimate, digit, whole number, place value, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions</i></li> <li>• Round whole numbers to 10 and 100.</li> <li>• Round one, two, or three digit whole numbers to the nearest ten.</li> <li>• Round two, three, or four digit whole numbers to the nearest one hundred.</li> <li>• Identify benchmark numbers when rounding</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Operations in Base Ten: Multidigit Addition and Subtraction	
<b>4.NBT.A.5: Demonstrate fluency with multi digit addition and subtraction of whole numbers up to one million.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• The student will analyze a problem and provide alternative approaches to solving problems involving addition and subtraction of whole numbers</li> <li>• The student will critique the reasoning of others, identifying, analyzing, and evaluating, errors and alternative approaches to solving problems involving addition and subtraction of whole numbers</li> <li>• Student can give the reasoning using math knowledge to explain <i>why</i> the problem was solved not just the steps taken</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Demonstrate fluency with addition of whole numbers up to one million</b></li> <li><input type="checkbox"/> <b>Demonstrate fluency with subtraction of whole numbers up to one million</b></li> <li><input type="checkbox"/> <b>Add and subtracts multi digit whole numbers up to a million with regrouping</b></li> <li><input type="checkbox"/> <b>Use at least one strategy to solve addition and subtraction of whole numbers up to one million</b> (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping)</li> <li><input type="checkbox"/> <b>Explain the steps taken to add and subtract whole numbers up to one million</b></li> </ul> <p><b>*Fluency refers to accuracy and efficiency and does not require memorization</b></p>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>digit, whole number, place value, regroup, ones, tens, hundreds, thousands, addend, sum</i></li> <li>• Use a strategies to add and subtract three digit numbers</li> <li>• Accurately solve addition and subtraction equations with three digit numbers</li> <li>• Use regrouping skills for addition as subtraction inconsistently</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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## Operations in Base Ten: Multi Digit Multiplication

**4.NBT.A.6: Multiply a whole number of up to four digits by a one digit whole number and justify the solution**

**4.NBT.A.6: Multiply two two digit numbers and justify the solution**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Write and solve problems that include one variable</li> <li>• Write a word problem using a given equation</li> <li>• Analyze and evaluate errors in a given problem</li> <li>• Multiply multi-digit whole numbers such as three-digit by two-digit</li> <li>• Student can give the reasoning using math knowledge to explain <i>why</i> the problem was solved not just the steps taken</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Demonstrate fluency of basic multiplication facts of whole numbers</b></li> <li><input type="checkbox"/> <b>Multiply a whole number of up to four digits by a one-digit whole number</b></li> <li><input type="checkbox"/> <b>Multiply two two-digit numbers</b></li> <li><input type="checkbox"/> <b>Justify the solution of a multiplication problem by identifying at least one strategy</b> (Ex. Illustrate and explain the calculation by using equations, rectangular arrays, area models and/or other methods, estimation, inverse operation)</li> </ul> <p><b>*Fluency refers to accuracy and efficiency and does not require memorization</b></p>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>digit, whole number, place value, regroup, ones, tens, hundreds, thousands, factor, product, area model, array, sum</i></li> <li>• Accurately solve basic multiplication equations numbers 0-10 (Ex. Student may find the product using skip counting, equal groups, repeated addition, arrays, number line, etc)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Operations in Base Ten: Multi Digit Division

### **4.NBT.A.7: Find whole number quotients and remainders with up to four digit dividends and one digit divisors, and justify the solution.**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Divide multi-digit whole numbers using a two-digit divisor and four-digit dividend</li> <li>• Create a meaningful word problem with a given division equation.</li> <li>• Analyze and evaluate errors in a given problem</li> <li>• Correctly interpret remainder based on a given problem (Ex. A group of 155 students and 14 adults go on a field trip. They take 4 buses on the field trip. The people going on the field trip are divided as evenly as possible among the 4 buses. What is the greatest number of people on any of the 4 buses?)</li> </ul>
3.0 ME	<p><b><i>The student will:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Find whole-number quotients with up to three-digit dividends and one-digit divisors</b></li> <li><input type="checkbox"/> <b>Find whole-number quotients with up to four-digit dividends and one-digit divisors</b></li> <li><input type="checkbox"/> <b>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors</b> (Remainders will be represented using R as opposed to a fraction or decimal)</li> <li><input type="checkbox"/> <b>Justify the solution of a division problem by using estimation or identifying at least one strategy</b> (Ex. Illustrate and explain the calculation by using equations, rectangular arrays, area models and/or other methods, estimation)</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><b><i>The student will:</i></b></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>digit, whole number, place value, regroup, ones, tens, hundreds, thousands, divisor, dividend, quotient, remainder</i></li> <li>• Find whole-number quotients with up to two-digit dividends and one-digit divisors</li> <li>• Consistently find the quotient of a division problem using an inefficient method. (Ex. repeated subtraction, drawing a picture, tally marks)</li> <li>• Demonstrate understanding of basic division facts</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Geometry and Measurement: Customary and Metric Units	
<b>4.GM.C.7: Use the four operations to solve problems involving distances, intervals of time, liquid volume, weights of objects and money.</b>	
4.0 EE	<p>Examples could include:</p> <ul style="list-style-type: none"> <li>• Convert measurements of capacity, length and weight within in the U.S customary system or metric system from smaller to larger units (Ex. 80 mm = ____ cm,)</li> <li>• Analyze and evaluate errors in a given problem (Ex. Yesterday, Brittany ran less than 5 kilometers but more than 1,200 meters. How far could Brittany have run? Andrea says Brittany ran 1.5 kilometers. Steven says Brittany ran 3,200 meters. Who do you agree with and why?)</li> </ul>
3.0 ME	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use the four operations to solve problems involving distances, intervals of time, liquid volume, weights of objects and money.</b></li> <li><input type="checkbox"/> <b>Know relative sizes of measurement units within the U.S. customary system of units.</b>(Ex. inch, foot, yard, mile, ounce, cup, pint, quart, gallon, pound, ton)</li> <li><input type="checkbox"/> <b>Know relative sizes of measurement units within the Metric system of units.</b> (Ex. Millimeter, Centimeter, Meter, Kilometer, milliliter, liter, milligrams, grams, kilograms.)</li> <li><input type="checkbox"/> <b>Convert units of measure from larger to smaller units</b> (Ex.3 feet 1 inch = _____ inches, Ally has a piece of string that is 6 yards 2 feet long. How many inches of string does she have?)</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>length, time, minute, hour, Millimeter, Centimeter, Meter, Kilometer, inch, foot, yard, mile, ounce, cup, pint, quart, gallon, milliliter, liter, pound, ton, quarter, dime, nickel, estimate, metric system, customary units</i></li> <li>• Use the four operations to solve one step problems involving lengths, liquid volumes or weights given in the same units</li> <li>• Determine the appropriate tool for measuring liquid volume. (Ex.Which unit would be the best choice for measuring the liquid volume of a glass of water?)</li> <li>• Determine the appropriate tool for measuring length.</li> <li>• Determine the appropriate tool for measuring weight.</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Geometry and Measurement: Area and Perimeter

### 4.GM.C.8: Apply the area and perimeter formulas for rectangles to solve problems.

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Calculating volume of 3 dimensional shapes</li> <li>• Calculate the perimeter of irregular polygons or composite shapes</li> <li>• Calculate the area of irregular polygons or composite shapes</li> <li>• Design real world examples involving area and perimeter (Ex. Students make outdoor plans to figure out the perimeter for things such as a deck, sandbox, garden, fence, or basketball court.)</li> </ul>
3.0 ME	<p><b><i>The student will:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Calculate perimeter of a rectangle</b></li> <li><input type="checkbox"/> <b>Calculate the area of a rectangle</b></li> <li><input type="checkbox"/> <b>Find the perimeter of a rectangle when one variable is missing</b> (Ex. Find the width of a rectangle when given the area and the length)</li> <li><input type="checkbox"/> <b>Find the area of a rectangle when one variable is missing</b> (Ex. Find the length of a rectangle when given the area and the width)</li> <li><input type="checkbox"/> <b>Explain that area measurements are expressed in square units</b></li> <li><input type="checkbox"/> <b>Explain that perimeter measurements are expressed in units</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><b><i>The student will:</i></b></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>perimeter, area, rectangle, length, width</i></li> <li>• Determine the area and/or perimeter of shapes using a model</li> <li>• Find the area of a rectangle by tiling it with unit squares or use grid paper to count area</li> <li>• Can determine perimeter only when all side values are given</li> <li>• Can determine area only when length and width values are provided</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Geometry and Measurement: Two- Dimensional Shapes	
<b>4.GM.A.2: Classify two dimensional shapes by their sides and/or angles.</b>	
4.0 EE	<p>Examples could include:</p> <ul style="list-style-type: none"> <li>• Create a drawing or map using and labeling two dimensional shapes and acute, right, obtuse, and straight angles.</li> <li>• Analyze and evaluate errors in a given problem</li> </ul>
3.0 ME	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Classify two-dimensional shapes by their sides and/or angles</b> (Ex. acute equilateral triangle)</li> <li><input type="checkbox"/> <b>Classify two-dimensional shapes into more than one category</b></li> <li><input type="checkbox"/> <b>List subcategories of quadrilaterals and their properties</b> (Ex. A rhombus is a parallelogram that has all congruent sides, a square and a rectangle both have 4 sides which means they are also quadrilaterals.)</li> <li><input type="checkbox"/> <b>Identify and locate acute, right, obtuse, straight angles in 2-dimensional shapes and figures</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>quadrilateral, square, parallelogram, rectangle, rhombus, trapezoid, right angle, obtuse angle, acute angle, equal, sides, length, congruent</i></li> <li>• Understand that shapes in different categories may share attributes but cannot identify an example</li> <li>• Recognize and draw plane shapes having specified attributes such as a given number of sides or angles.</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Algebraic Thinking: Multi-Step Problem Solving

**4.RA.A.2: Solve multi step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Write expressions with numbers using the order of operations (PEMDAS)</li> <li>• Solve expressions with numbers using the order of operations</li> <li>• Create a meaningful word problem with a given division equation</li> <li>• Analyze and evaluate errors in a given problem</li> </ul>
3.0 ME	<p><b><i>The student will:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Solve multi-step whole number problems involving the four operations</b> (Ex. Cameron is baking for 8 friends. He is making 5 batches of cookies. Each batch has 12 cookies. How many cookies will each friend get?)</li> <li><input type="checkbox"/> <b>Represent these problems using equations with a letter standing for the unknown quantity.</b></li> <li><input type="checkbox"/> <b>Solve for variables within a multi-step whole number problem</b></li> <li><input type="checkbox"/> <b>Use estimation to interpret the reasonableness of the answer</b></li> <li><input type="checkbox"/> <b>Justify the solution of a problem</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><b><i>The student will:</i></b></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>addition, subtraction, multiplication and division, variable, product, quotient, sum, difference, numerical expression, equation</i></li> <li>• Identify the operation that is necessary to solve the equation</li> <li>• Solve a one step word problem by creating an equation to solve for an unknown quantity.</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Operations in Fractions and Decimals: Comparing and Ordering Fractions	
<b>4.NF.A.2: Recognize and generate equivalent fractions (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)</b>	
<b>4.NF.A.3: Compare two fractions using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>, and justify the solution</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Explain that two fractions may represent an equivalent part of the same whole even though their numerators and denominators are different numbers (Denominators beyond 2, 3, 4, 5, 6, 8, 10, 12 and 100)</li> <li>● Use knowledge of comparing fractions to solve real-world problems</li> <li>● Analyze and evaluate errors in a given problem</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Recognize and generate equivalent fractions</b></li> <li><input type="checkbox"/> <b>Explain and/or show why two fractions are equivalent even though their numerators or denominators are different numbers</b></li> <li><input type="checkbox"/> <b>Compare two fractions with unlike numerators and unlike denominator</b></li> <li><input type="checkbox"/> <b>Compare two fractions using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> and justify the solution</b> (Ex. A student could determine that <math>\frac{5}{4} &gt; \frac{7}{8}</math> because <math>\frac{5}{4}</math> is greater than <math>\frac{4}{4}</math> or 1 and <math>\frac{7}{8}</math> is less than <math>\frac{8}{8}</math> or 1)</li> </ul> <p><b>*Limit denominators to 2, 3, 4, 5, 6, or 8, 10, 12, 100)</b></p>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>benchmark fraction, numerator, denominator, common denominator, like denominator, whole number, equivalent, unit fraction</i></li> <li>● Represent a given fraction using a model or diagram.</li> <li>● Compare two fractions with the same denominator using <math>&gt;</math>, <math>=</math> or <math>&lt;</math>.</li> <li>● Compare two fractions with the same numerator using <math>&gt;</math>, <math>=</math> or <math>&lt;</math></li> <li>● Describe the numerator as representing the number of pieces being considered (Ex. How many are purple? How many are missing? How many are striped?)</li> <li>● Describe the denominator as the number of pieces that make the whole</li> <li>● Compare fractions using a model (Limit denominators to 2, 3, 4, 6 or 8.)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Operations in Fractions and Decimals: Adding and Subtracting Fractions

**4.NF.B.6:** Solve problems involving adding fractions and mixed numbers with like denominators  
**4.NF.B.6:** Solve problems involving subtracting fractions and mixed numbers with like denominators (e.g.,  $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ ;  $2\frac{1}{8} + \frac{3}{8} = 2\frac{4}{8}$ ;  $3\frac{1}{3} + 2\frac{2}{3} = 5\frac{3}{3}$ )

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Solve problems, adding/subtracting fractions and mixed numbers with unlike denominators and justify the solution</li> <li>Estimate the sums and differences of fractions and decimals to the thousands place</li> <li>Simplifying fraction solutions</li> <li>Analyze and evaluate errors in a given problem</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Add fractions with like denominators to make a fraction or whole number</b></li> <li><input type="checkbox"/> <b>Separate or decompose a whole number or fraction to make fractional parts</b> (Ex. <math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math>; <math>2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8} = \frac{17}{8}</math>)</li> <li><input type="checkbox"/> <b>Solve problems involving the addition of mixed numbers with like denominators</b> (Ex. <math>\frac{1}{4} + \frac{2}{4} + \frac{3}{4}</math>; <math>2\frac{1}{8} + \frac{3}{8} = 2\frac{4}{8}</math>; <math>3\frac{1}{3} + 2\frac{2}{3} = 5\frac{3}{3}</math>)</li> <li><input type="checkbox"/> <b>Solve problems involving the subtraction of mixed numbers with like denominators</b></li> <li><input type="checkbox"/> <b>Convert improper fractions to mixed numbers</b></li> <li><input type="checkbox"/> <b>Convert mixed numbers to improper fractions</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recall and recognize terms: <i>numerator, denominator, common denominator, like denominator, whole number, equivalent, unit fraction</i></li> <li>Represent the addition of mixed numbers using a model or diagram</li> <li>Represent fractions with a numerator greater than one using models or diagrams</li> <li>Partition shapes into equal parts and determine whether or not a whole has been partitioned into equal portions</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Operations in Fractions and Decimals: Decimals

**4.NF.C: Understand decimal notation for fractions, and compare decimals as fractions (Denominators of 10 or 100)**

**4.NF.C.10: Understand that fractions and decimals are equivalent representations of the same quantities (Denominators of 10 or 100)**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate a fraction as a decimal and a decimal as a fraction using denominators other than 10 or 100 such as: 4, 5, 20, 25 and 50</li> <li>• Solve problems, including word problems, by adding and subtracting decimals up to the hundredths place</li> <li>• Explain, or show with a model, the digits to the right of the decimal is 10 times smaller than the digit to the left</li> <li>• Identify numbers from billions to thousandths</li> <li>• Read and write numbers in expanded form from billions and thousandths</li> <li>• Analyze and evaluate errors in a given problem</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Understand decimal notation for fractions (Denominators of 10 or 100)</b></li> <li><input type="checkbox"/> <b>Write a fraction with a denominator of ten as a decimal</b></li> <li><input type="checkbox"/> <b>Write a fraction with a denominator of one hundred as a decimal</b></li> <li><input type="checkbox"/> <b>Read, write and identify decimals to the hundredths place</b></li> <li><input type="checkbox"/> <b>Compare two decimals to the hundredths place using the symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math> and justify the solution</b></li> <li><input type="checkbox"/> <b>Explain the decimal place values represent fractions and that the decimal point is a symbol separating whole numbers from fractional parts.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>tenth, hundredth, decimal point, expanded form, equivalent fractions</i></li> <li>• Identify place value of tenth and hundredth</li> <li>• Locate fractions and decimal values on a number line</li> <li>• Represent decimal values using digits, models or diagrams</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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4th Grade

Science Priority Standards	
Life Science	<ul style="list-style-type: none"><li>• <a href="#">Life Science</a></li></ul>
Earth Science	<ul style="list-style-type: none"><li>• <a href="#">Earth Science</a></li></ul>
Physical Science	<ul style="list-style-type: none"><li>• <a href="#">Physical Science</a></li></ul>
Engineering and Design	<ul style="list-style-type: none"><li>• <a href="#">Engineering and Design</a></li></ul>

Life Science	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Evaluate reasoning that includes the following: The specific functions of internal and external structures of plants and animals support survival, growth, behavior and reproduction (plants only) (e.g. the heart pumps blood throughout the entire body, which allows the entire body access to oxygen and nutrients; thorns prevent predation, which allows the plant to grow and reproduce)</li> <li>Design a model or investigation that illustrates that interactions between living things</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.LS1.A.1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction. (Ex. Structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin)</b></li> <li><input type="checkbox"/> Recognize that plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recall and recognize terms: <i>internal structures, external structures, survival, growth, behavior, plant reproduction</i></li> <li>State that the structure of organisms enable life's functions</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Earth Science	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Design an investigation that produces evidence of the effects of weathering or the rate of erosion by water, ice, wind and vegetation</li> <li>• Evaluate factors that change the surface of the Earth over time through the processes of weathering and erosion with three or more pieces of evidence</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.ESS1.C.1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</b> <ul style="list-style-type: none"> <li>○ Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.</li> </ul> </li> <li><input type="checkbox"/> <b>4.ESS2.B.1: Analyze and interpret data from maps to describe patterns of Earth's features.</b> <ul style="list-style-type: none"> <li>○ Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.</li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>fossils, landscape, rock formations</i></li> <li>• Recognize that Earth's surface can change quickly or over time</li> <li>• Identify factors that change the surface of the Earth over time</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Physical Science	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Formulate a relevant question that can be tested by an investigation</li> <li>• Design an investigation to demonstrate that: <ul style="list-style-type: none"> <li>◦ The patterns of an object's motion can be observed and measured</li> <li>◦ When motion exhibits a regular pattern, it can be used to predict future motion</li> <li>◦ Apply concepts of motion to make predictions based on observed cause and effect relationships</li> </ul> </li> <li>• May include mathematic calculations</li> <li>• Evaluate whether collected data supports the prediction for an investigation</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.PS2.A.1: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</b></li> <li><input type="checkbox"/> <b>4.PS2.B.2: Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.</b></li> <li><input type="checkbox"/> <b>4.PS3.C.1: Use models to explain that simple machines change the amount of effort force and/or direction of force.</b></li> <li><input type="checkbox"/> <b>4.PS3.B.1: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents.</b></li> <li><input type="checkbox"/> <b>4.PS4.A.1: Develop a model of waves to describe patterns in terms of amplitude in wavelength and that waves can cause objects to move.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Describe the purpose of an investigation</li> <li>• Describe data to be collected in an investigation</li> <li>• State that an object's motion can be predicted</li> <li>• Investigate an object's motion</li> <li>• Identify patterns of motion</li> <li>• Recall that the pattern of an object's motion in can be observed and measured</li> <li>• Observe and describe an object's motion</li> <li>• Recognize that motion has patterns that can be used to make predictions</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

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Engineering and Design	
4.0	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Evaluate multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem</li> <li>• Formulate a relevant question through observations that can be tested by an investigation</li> <li>• Evaluate investigations collaboratively to produce data to serve as the basis for evidence, using fair tests which variables are controlled and the number of trials are considered</li> </ul>
3.0	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.ETS1.A.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.</b></li> <li><input type="checkbox"/> <b>4.ETS1.B.1: 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.</b></li> <li><input type="checkbox"/> <b>4.ETS1.C.1: 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.</b></li> </ul>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>engineering, problem, engineering design, constraint, criteria, independent variable, dependent variable, fair test, criteria, constraints, prototype, model</i></li> <li>• Recognize an engineering problem and a possible solution</li> <li>• Understand that designs can be conveyed through sketches, drawings, or physical models, which are useful for communicating ideas about a problem</li> <li>• Recognize the criteria and constraints</li> </ul>
1.0	With support, partial success at score 2.0 and score 3.0 content.

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<b>Social Studies Priority Standards</b>
<a href="#"><u>Evaluate and Use Resources and Artifacts</u></a>
<a href="#"><u>Use Visual Tools</u></a>
<a href="#"><u>Understand and support information in Sources</u></a>
<a href="#"><u>Research and Present</u></a>
<b>Units</b>
<a href="#"><u>Geography and Exploration</u></a>
<a href="#"><u>History and Government</u></a>
<a href="#"><u>Economics</u></a>

Evaluating and Using Resources and Artifacts	
4.TS.7.A.a/b Select, analyze, and evaluate primary and secondary social studies sources with guidance and support and use artifacts to share information.	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>• Create a primary source to show student understanding of current events</li> <li>• Create multiple products to teach about one specific social studies topic</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Select, analyze, and evaluate primary and secondary social studies sources with guidance and support</b> <ul style="list-style-type: none"> <li>• <i>Content may include, but is not limited to:</i> <ul style="list-style-type: none"> <li>○ Online sources</li> <li>○ Encyclopedia</li> <li>○ Reliable online sites</li> <li>○ Biographies</li> <li>○ Autobiographies</li> <li>○ Informational Texts</li> <li>○ Magazines</li> <li>○ Periodicals</li> <li>○ National Archives website</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b>Evaluate and use artifacts to share information on social studies topics</b> <ul style="list-style-type: none"> <li>• <i>Content may include, but is not limited to:</i> <ul style="list-style-type: none"> <li>○ Building structures and materials</li> <li>○ Works of art representative of cultures</li> <li>○ Fossils</li> <li>○ Pottery</li> <li>○ Tools</li> <li>○ Clothing</li> </ul> </li> </ul> </li> </ul>
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none"> <li>• Describe primary and secondary social studies' sources in classroom discussion.</li> <li>• Select and use artifacts to share information on social studies' topics.</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Content Topics by Trimester		
Trimester One	Trimester Two	Trimester Three
<a href="#">Geography</a> <a href="#">Exploration</a>	<a href="#">History</a> <a href="#">Government</a>	<a href="#">Economics</a>



Use Visual Tools	
Use visual tools to communicate information and ideas.	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Create multiple products to teach about one specific social studies topic</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <p><input type="checkbox"/> <b>4.TS.7.B.a- Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</b></p> <ul style="list-style-type: none"> <li><i>Content may include, but is not limited to:</i> <ul style="list-style-type: none"> <li>Predictions - KWL charts, text features</li> <li>Understanding - T Charts, notes, Venn diagrams, cause/effect charts</li> <li>Communicating information - oral presentation, sharing in cooperative learning or peer groups, digital presentations, posters, timelines, etc.</li> </ul> </li> </ul> <p><input type="checkbox"/> <b>4.TS.7.B.b- Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.</b></p> <ul style="list-style-type: none"> <li><i>Content may include, but is not limited to:</i> <ul style="list-style-type: none"> <li>Maps - regions of the united states, states and capitals of America, routes taken by early explorers, Revolutionary War battles, topography maps, thematic maps, Mississippi River, Missouri River, Ohio River</li> <li>Graphs - venn diagram of different regions,</li> <li>Timelines - early European exploration, events that led up to the Revolutionary War and battles of the war</li> <li>Charts - The taxes and laws that led to the Revolutionary War, Bill of Rights, Constitution</li> <li>Diagrams - ships of exploration, Patriot and Loyalist soldier uniform, details of our founding government branches,</li> </ul> </li> </ul>
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Use visual tools and informational texts to communicate information.</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<u>Content Topics by Trimester</u>		
Trimester One	Trimester Two	Trimester Three
<a href="#">Geography</a> <a href="#">Exploration</a>	<a href="#">History</a> <a href="#">Government</a>	<a href="#">Economics</a>

Understanding and Supporting Information in Sources	
Understanding and supporting fact, opinion, bias and point of view in sources.	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Create texts which show bias to each position of a social studies issue.</li> <li>• Research and defend the non popular side of a social studies issue.</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <p><input type="checkbox"/> <b>4.TS.7.C-Distinguish between fact and opinion and recognize bias and point of view in social studies topics.</b></p> <ul style="list-style-type: none"> <li>• Content may include, but is not limited to: <ul style="list-style-type: none"> <li>○ Point of View: Students investigate a topic and then form an opinion and look at each side's point of view (ex. Patriot vs. Loyalist)</li> <li>○ Use primary and secondary sources to evaluate information (primary source may include: Boston Massacre, Washington Crossing the Delaware, portrait of King George, United We Stand flag..)</li> <li>○ Bias: Students investigate a topic but look at and develop an attitude based strictly on one side</li> </ul> </li> </ul> <p><input type="checkbox"/> <b>Identify, research, and defend a point of view/position on social studies topic</b></p> <ul style="list-style-type: none"> <li>• Students can learn about any topic and defend a side based on the information they gained through the research process <ul style="list-style-type: none"> <li>○ Content may include, but is not limited to: <ul style="list-style-type: none"> <li>■ Women's Suffrage</li> <li>■ Prohibition</li> <li>■ Civil War</li> <li>■ Peaceful Protesting</li> </ul> </li> </ul> </li> </ul>
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Distinguish between fact and opinion and recognize bias and point of view in social studies topics</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<u><a href="#">Content Topics by Trimester</a></u>		
Trimester One	Trimester Two	Trimester Three
<u><a href="#">Geography</a></u> <u><a href="#">Exploration</a></u>	<u><a href="#">History</a></u> <u><a href="#">Government</a></u>	<u><a href="#">Economics</a></u>

Research and Presenting	
Conducting and presenting research with appropriate resources	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>•</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>4.TS.7.D- With assistance, conduct and present social studies research to an audience using appropriate sources.</b> <ul style="list-style-type: none"> <li>• Students can learn about any topic and defend a side based on the information they gained through the research process <ul style="list-style-type: none"> <li>◦ Content may include, but is not limited to: <ul style="list-style-type: none"> <li>■ Regions of the United States similarities and differences</li> <li>■ Early Explorers</li> <li>■ Revolutionary War- battles, speeches, events</li> </ul> </li> </ul> </li> </ul> </li> </ul>
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none"> <li>• Distinguish between fact and opinion and recognize bias and point of view in social studies topics</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<u>Content Topics by Trimester</u>		
Trimester One	Trimester Two	Trimester Three
<u>Geography</u> <u>Exploration</u>	<u>History</u> <u>Government</u>	<u>Economics</u>

# Geography and Exploration

Geography	
4.EG.5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment.	
3.0 ME	<p><b><i>The student will:</i></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>4.EG.5.B: Name and locate specific regions, states, capitals, river systems and mountain ranges in the US based on historical or current topics.</b> Content includes:<ul style="list-style-type: none"><li>• Regions- Northeast, Southeast, Midwest, Southwest, West</li><li>• States-label and locate all 50</li><li>• Capitals-label with location provided</li><li>• River Systems-label and locate Missouri, Mississippi and Ohio Rivers</li><li>• Mountain Ranges-label and locate Appalachian, Sierra Nevada, and Rocky Mountains</li></ul></li><li><input type="checkbox"/> <b>4.EG.5.C.a: Identify and compare physical characteristics of specific regions within the nation; Identify and compare diverse human geographic characteristics of the nation. Content includes:</b><ul style="list-style-type: none"><li>• Identifying and comparing physical characteristics such as Climate, Topography, Relationship to water, Ecosystems</li><li>• Regions such as: Mountain regions, Great Plains, and Coastal regions.</li></ul></li><li><input type="checkbox"/> <b>4.EG.5.F; Identify different regions in the US and analyze how their characteristics affect people who live there</b></li></ul>

## Exploration prior to 1800

**4.H.3.A.b Describe the discovery, exploration, and early settlement of America by Europeans prior to 1800.**

3.0  
ME

*The student will:*

- ☐ **4.H.3.A.b: Students describe the discovery and exploration of the Americas by Europeans prior to 1800, including basic knowledge of early explorers, their purposes for exploration, countries of origin, areas explored, routes taken, and general time of exploration. A few examples include:**
  - Christopher Columbus
  - Ponce de Leon
  - Henry Hudson
  - John Cabot
  
- ☐ **4.H.3.A.b: Explanation of why European explorers and early settlers would leave a place: lack of economic options in Europe, search for cheaper trade routes, access to goods not available in Europe, freedom from religious persecution, search for quick wealth.**

# History and Government

## History: America prior to 1800

**4.H.3.C Identify and describe the contributions of significant individuals to America and to the United States prior to 1800.**

3.0  
ME

***The student will:***

- ☐ **4.PC.1.E.a: Identify historically significant individuals who contributed to early America (not yet established as a country) and the newly established United States through 1800.**
- ☐ **4.RI.6.A.a: Describe the contributions of the historically significant individuals in these time periods. (including those prior to the Revolutionary era such as the names listed below)**
  - ☐ Founding Fathers
  - ☐ King George III
  - ☐ Pocahontas
  - ☐ Squanto
  - ☐ William Penn
  - ☐ Nathanael Greene
  - ☐ Abigail Adams
  - ☐ Crispus Attucks

## History: Cultural Interactions and Conflicts prior to 1800

### 4.H.3.B Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800

3.0  
ME

*The student will:*

- ☐ **4.H.3.B: Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800.**
  - Identify distinct cultural groups (Native Americans, European immigrants, enslaved and free African Americans, etc.) living in America prior to 1800.
  - Describe how the groups interacted, both positively and negatively and the conflicts among the groups. The student should consider cause, effects, and resulting outcomes.

## Government: American Revolution and Historical Documents

**4.H.3.E.b** Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, native Americans/indigenous people, African Americans, and European allies; Explain the factors that contributed to the colonists' success.

**4.H.3.E.b** Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.

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ME

***The student will:***

- ☐ **4.H.3.C.a: Describe the events leading up to the American Revolution including:**
  - the role of citizens in bringing about change
  - Boston Tea Party
  - Intolerable Acts
  - writing of the Declaration of Independence
  - the creation of the founding documents
  
- ☐ **4.H.3.E.b: Describe how the Declaration of Independence, the Constitution, and the Bill of Rights affected the country as a whole and groups of people in the United States prior to 1800. This may include groups such as Native Americans, Loyalists, Patriots, enslaved and free African Americans, and women.**

Content includes:

  - Equality meant freedom from England, not necessarily equal rights, conflicts and confusion. For example: ideals of 'All men are created equal.'
  - Freedoms did not pertain to: Women, African Americans, Native Americans
  - Patriot rewards and cost of fighting for freedom
  - Loyalist movement and hardships
  - Daily life (lack of access to imported goods, quartering, shortages)
  
- ☐ **4.PC.1.C.a: Describe and explain the goal of the Bill of Rights to protect basic rights and freedoms of individuals and explain how religious freedom, freedom of speech and peaceful assembly are protected in that document.**



## Economic Concepts

### 4.E.4.A Knowledge of economic concepts and principles

3.0  
ME

***The student will:***

- ☐ **4.E.4.A.a: Compare and contrast saving and financial investment.**
- ☐ **4.E.4.A.b: Explain the relationship between profit and loss in economic decisions.**
  - Define saving and financial investment
  - Compare types of saving
  - Define profit: what remains when cost has been subtracted from revenue
  - Define loss: money that has been spent above the amount that was earned
  - Use estimated profit or loss to make a business decision
  - Explain how the potential for profit and/or loss drives economic decisions