



## 4th Grade Learner Expectations for the 1<sup>st</sup> Trimester

As a result of their schooling,  
students will be able to:

### Reading, Writing, and Communicating

- **Effectively discusses content using speaking and listening skills**
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
  - Paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **Reads and understands grade level literature**
  - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
  - Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.
- **Reads and understands grade level informational texts**
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
  - Skim materials to develop a general overview of content.
  - Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension.
  - Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information.
  - Identify conclusions.
  - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **Uses strategies to read complex words and find their meaning**
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
  - Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught.
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- **Uses the writing process to create stories and persuasive pieces**
  - Provide a concluding statement or section related to the opinion presented.
  - Choose planning strategies to support text structure and intended outcome.
  - Provide a conclusion that follows from the narrated experiences or events.
- **Uses the writing process and sources to create informational texts**
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Choose planning strategies to support text structure and intended outcome.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
- **Uses correct grade level grammar, punctuation, and spelling**
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose words and phrases to convey ideas precisely.
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
  - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use correct capitalization.
  - Spell grade-appropriate words correctly, consulting references as needed.
- **Conducts and presents research from multiple sources**
  - Present a brief report of the research findings to an audience.
  - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
  - Locate information using text features, (appendices, indices, glossaries, and table of content).
  - Read for key ideas, take notes, and organize information read (using graphic organizer).
  - Interpret and communicate the information learned by developing a brief summary with supporting details.
  - Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models).
  - Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- **Builds reasoning and problem solving skills**
  - Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior.
  - State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict).

### Math

Note: If a Unit Plan spans across two trimesters, all evidence outcomes are listed under the latter trimester.

- **Use the four operations with whole numbers to solve problems**
  - No evidence outcomes mastered during trimester for this indicator.
- **Gain familiarity with factors, prime, and composite numbers**
  - No evidence outcomes mastered during trimester for this indicator.
- **Generate and analyze patterns**
  - No evidence outcomes mastered during trimester for this indicator.
- **Generalize place value understanding for multi-digit whole numbers**
  - Explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
  - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
  - Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
  - Use place value understanding to round multi-digit whole numbers to any place.
- **Use properties of operations to perform multi-digit arithmetic**
  - No evidence outcomes mastered during trimester for this indicator.
- **Extend understanding of fraction equivalence and ordering**
  - No evidence outcomes mastered during trimester for this indicator.
- **Perform operations with fractions and compare decimals**
  - No evidence outcomes mastered during trimester for this indicator.
- **Solve problems involving measurement and conversion of measurements**
  - No evidence outcomes mastered during trimester for this indicator.
- **Represent and interpret data**
  - No evidence outcomes mastered during trimester for this indicator.
- **Classify shapes by properties of their lines and angles**
  - No evidence outcomes mastered during trimester for this indicator.

### Science

#### Physical Science

Magnetism and Electricity

- **Identify forms of energy**
  - Identify and describe the variety of energy sources.
  - Show that electricity in circuits requires a complete loop through which current can pass.
  - Describe the energy transformation that takes place in electrical circuits where light, heat, sound, and magnetic effects are produced.
  - Use multiple resources – including print, electronic, and human – to locate information about different sources of renewable and nonrenewable energy.

#### Life Science

Structures of Life

- **Describes and classifies similarities and differences of living things**
  - Use evidence to develop a scientific explanation of what plants and animals need to survive.
  - Use evidence to develop a scientific explanation for similarities and/or differences among different organisms (species).
  - Analyze and interpret data representing variation in a trait.
  - Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate questions about characteristics of living things.
- **Understands fossils provide information about organisms & environments**
  - Use evidence to develop a scientific explanation for what fossils tell us about a prehistoric environment.
  - Use evidence to develop a scientific explanation for what conclusions can be drawn from similarities between fossil evidence and living organisms.
  - Analyze and interpret data to generate evidence about the prehistoric environment.
  - Evaluate whether reasoning and conclusions about given fossils are supported by

evidence.

- Use computer simulations that model and recreate past environments for study and entertainment.

- **Distinguishes interaction/independence among components of ecosystems**

- Use evidence to develop a scientific explanation on how organisms adapt to their habitat.

- Identify the components that make a habitat type unique.

- Compare and contrast different habitat types.

- Create and evaluate models of the flow of nonliving components or resources through an ecosystem.

- Make a plan to positively impact a local ecosystem.

- Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats.

#### Earth Science

Sun, Moon, and Stars

- **Observes paths and predicts patterns of solar bodies in the solar system**

- Gather, analyze, and interpret data about components of the solar system.

- Utilize direct and indirect evidence to investigate the components of the solar system.

- Gather, analyze, and interpret data about the Sunrise and Sunset, and Moon movements and phases.

- Develop a scientific explanation regarding relationships of the components of the solar system.

## Social Studies

### History

- **Analyzes Colorado history and its relationship to key events in US history**

- Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history.

- Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships.

- Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado.

- Identify and describe how major political and cultural groups have affected the development of the region.

- **Organizes events to understand Colorado history**

- Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado in time.

- Describe interactions among people and cultures that have lived in Colorado.

- Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship (between state and national government).

- Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20<sup>th</sup> century industrial changes; and mid-to late 20<sup>th</sup> century nuclear and computer technological changes.

### Geography

- **Uses geographic tools to answer questions about Colorado geography**

- Answer questions about Colorado regions using maps and other geographic tools.

- Use geographic grid to locate places on maps and images to answer questions.

- Create and investigate geographic questions about Colorado in relation to other places.

- Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.

- Describe similarities and differences between the physical geography of Colorado and its neighboring states.

- **Analyzes how physical environment influences human settlement**

- Describe how the physical environment provides opportunities for and places constraints on human activities.

- Explain how physical environments influenced and limited immigration into the state.

- Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment.

- Describe how places in Colorado are connected by movements of goods and services and technology.

### Economics

- **Describes how people respond to positive and negative incentives**

- Define positive and negative economic incentives.

- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives.

- Explain how the productive resources-natural, common, and capital-of Colorado have influenced the types of goods produced and services provided.

- **Describes the relationship between choice and opportunity cost**

- Define choice and opportunity cost.

- Analyze different choices and their opportunity costs.

- Give examples of the opportunity costs for individual decisions.

- Identify risks that individuals face (PFL).

- Analyze methods of limiting financial risk (PFL).

### Civics

- **Analyzes and debates multiple perspectives of an issue**

- Give examples of issues faced by the state and develop possible solutions.

- Provide supportive arguments for both sides of a current public policy debate.

- Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved.

- **Explains origins, structures, and functions of Colorado government**

- Explain the origins, structure, and functions of the three branches of the state government and the relationships among them.

- Identify and explain a variety of roles leaders, citizens, and others play in state government

- Identify and explain the services state government provides and how those services are funded.

- Explain the historical foundation and the events that led to the formation of the Colorado governments.

- Describe how the decisions of the state government affect local government and interact with the federal law.

## Reviewing the New Language

**Learner Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. What do students need to know from preschool through eighth grade? These are the statements contained in the report card.

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?

Example:

**Learner Expectation:**

Use properties of operations to perform multi-digit arithmetic

**Evidence Outcome(s):**

- Fluently add and subtract multi-digit whole numbers using standard algorithms.

- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.

- Illustrate and explain multiplication calculation by using equations, rectangular arrays, and/or area models.



# Report Card Indicators 2018-2019

## 1st Trimester

This school year Colorado has new academic standards for students. Colorado state academic standards are the expectations of what students need to know and be able to do. They also express what Colorado sees as the future skills and essential knowledge for our next generation to be successful.

Academic standards are important because they help ensure that all students are prepared for success in college and the workforce. They provide a framework of clear and consistent expectations for students, parents, and teachers; assist in building your child's knowledge and skills; and set high goals for all students.