4th Grade Learner Expectations for the 3rd Trimester

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

Reading, Writing, and Communicating

- **Effectively discusses content using speaking and listening skills**
  - *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*
  - *Identify the reasons and evidence a speaker provides to support particular points.*
  - *Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.*
- **Reads and understands grade level literature**
  - *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*
  - *Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.*
  - *Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).*
  - *Compare and contrast the point of view from which different stories are narrated, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.*
  - *Read familiar texts orally with fluency, accuracy, and prosody (expression).*
- **Reads and understands grade level informational texts**
  - *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*
  - *Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage).*
  - *Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.*
  - *Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.*
  - *By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.*
- **Uses strategies to read complex words and find their meaning**
  - *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.*
  - *Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).*
  - *Read multisyllabic words with and without inflectional and derivational suffixes.*
  - *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
  - *Recognize and explain the meaning of common idioms, adages, and proverbs.*
  - *Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).*
- **Uses the writing process to create stories and persuasive pieces**
  - *Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).*
  - *Use a variety of transitional words and phrases to manage the sequence of events.*
  - *Write poems that express ideas or feelings using imagery, figurative language, and sensory details.*
- **Uses the writing process and sources to create informational texts**
  - *Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*
  - *Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and contrast).*
  - *Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*
- **Uses correct grade level grammar, punctuation, and spelling**
  - *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*
  - *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.*
  - *With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.*
  - *Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).*
  - *Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).*
  - *Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing.*
  - *Correctly use frequently confused words (e.g., to, too, two; there, their).*
  - *Use a comma before a coordinating conjunction in a compound sentence.*
- **Conducts and presents research from multiple sources**
  - *Conduct short research projects that build knowledge through investigation of different aspect of a topic.*
  - *Identify a topic and formulate open-ended research questions for further inquiry and learning.*
  - *Identify relevant sources for locating information.*
  - *Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources).*
- **Builds reasoning and problem solving skills**
  - *Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth.*

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**
  - *Use number relationships to find the missing number in a sequence.*
  - *Complete input/output tables*
- **Generalize place value understanding for multi-digit whole numbers**
  - *No evidence outcomes mastered during trimester for this indicator.*
- **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**
  - *Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.*
  - *Use decimal notation for fractions with denominators 10 or 100.*
  - *Compare two decimals to hundredths by reasoning about their size.*
- **Solve problems involving measurement and conversion of measurements**
  - *Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml.*
  - *Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.*
  - *Use the four operations to solve word problems involving money.*
  - *Use the four operations to solve word problems involving distances, liquid volumes, and masses of objects, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.*
  - *Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.*
  - *Apply the area and perimeter formulas for rectangles in real world and mathematical problems.*
- **Represent and interpret data**
  - *No evidence outcomes mastered during trimester for this indicator.*
- **Classify shapes by properties of their lines and angles**
  - *Describe angles as geometric shapes that are formed wherever two rays share a common endpoint, and explain concepts of angle measurement.*
  - *Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.*
  - *Demonstrate that angle measure is additive.*
  - *Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.*
  - *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.*
  - *Identify points, line segments, angles, and perpendicular and parallel lines in two-dimensional figures.*
  - *Classify and identify two-dimensional figures according to attributes of line relationships or angle size.*
  - *Identify a line of symmetry for a two-dimensional figure.*

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 20th century industrial changes; and mid-to late 20th 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.
- **Analyzes 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.

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Report Card Indicators

2019-2020

3rd 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.