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 text
  - 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 text, 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
  - Use context, including pronouns (who, which, whom, that, and) 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 (Hurry 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.

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 life before humans.
      - Use evidence to develop a scientific explanation for what conclusions can be drawn from fossils.
• 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.
• 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.

Simulate the analysis of physical environments influences human settlement
  - Describe how the physical environment influences human settlement.
  - Analyze how the physical environment influences human settlement.
• Examines 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.
• 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
  - Observe 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 Sun and Moon, and Moon movements and phases.
  - Develop a scientific explanation regarding relationships of the components of the solar system.

Social Studies
• History
  - Describe the impact of various technological developments.
  - 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.

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

• 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.

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

• Identifies and analyzes the services state government provides and how those services are funded.
  - Describe how the decisions of the state government affect local government and interact with the federal law.

• Fluently add and subtract multi-digit numbers, using strategies based on place value and the properties of operations.
  - 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.
  - Give examples of the opportunity costs for individual decisions.
  - Analyze methods of limiting financial risk (PFL).

• 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.

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.