

4th Grade Learner Expectations for the 1st Trimester



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

Reading, Writing, and Communicating

- **Effectively discusses content using speaking and listening skills**
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation.
- **Reads and understands grade level literature**
 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **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.
 - 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.
 - Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
 - Interpret information presented visually, orally, or quantitatively (for example: 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**
 - Read with sufficient accuracy and fluency to support comprehension.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Read and understand words with common prefixes (for example: un-, re-, dis-) and derivational suffixes (for example: -ful, -ly, -ness)
 - Read and understand words that change spelling to show past tense (for example: write/wrote, catch/caught, teach/taught)
 - Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - 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**
 - No evidence outcomes mastered during trimester for this indicator
- **Uses the writing process and sources to create informational texts**
 - No evidence outcomes mastered during trimester for this indicator
- **Uses correct grade level grammar, punctuation, and spelling**
 - Form and use the progressive (for example: I was walking; I am walking; I will be walking) verb tenses.
 - Use modal auxiliaries (for example: can, may, must) to convey various conditions.
 - Produce complete, simple, compound, and complex sentences.

- Use correct capitalization.
- Spell grade-appropriate words correctly, consulting references as needed.
- Choose words and phrases to convey ideas precisely.
- Recognize and correct inappropriate fragments and run-ons.
- Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussions).

- **Conducts and presents research from multiple sources**
 - Identify a topic and formulate open-ended research questions for further inquiry and learning.
 - Present a brief report of the research findings to an audience.
- **Builds reasoning and problem solving skills**
 - No evidence outcomes mastered during trimester for this indicator

Math

- **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. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
 - 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**
 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.
 - 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 the calculation by using equations, rectangular arrays, and/or area models.
 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- **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
- **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
- **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 & Electricity**
 - Use evidence to construct an explanation relating the speed of an object to the energy of that object.
 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents.
 - Ask questions and predict outcomes about the changes in energy that occur when objects collide.
 - Apply scientific ideas to design, test and refine a device that converts energy from one form to another.
 - Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
 - Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
 - Generate and compare multiple solutions that use patterns to transfer information.
- **Life Science - Structures of Life**
 - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.
 - Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- **Earth Science - Solid Earth & Landforms**
 - Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
 - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
 - Analyze and interpret data from maps to describe patterns of Earth's features.
 - Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
 - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Social Studies

- **History - Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado**
 - Draw inferences about Colorado history from primary sources such as journals, diaries, maps, etc.
 - Identify cause-and-effect relationships using primary sources to understand the history of Colorado's development.
 - Explain, through multiple perspectives, the cause-and-effect relationships in the human interactions among people and cultures that have lived in or migrated to Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.
 - Identify and describe how major political and cultural groups have affected the development of the region.
 - Construct a timeline of the major events in Colorado history.
 - Explain the relationship between major events in Colorado history and events in United States history during the same era.
 - Describe both past and present interactions among the people and cultures in Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.
 - Describe the impact of various technological developments. For example: changes in mining technologies, transportation, early 20th century industrial developments, and mid- to late-20th century nuclear, and computer technologies.

- Geography - Uses geographic tools to research and answer questions about Colorado geography and understand connections between human and physical systems**
 - Answer questions about Colorado regions using maps and other geographic tools.
 - Use geographic grids to locate places on and answer questions about maps and images of Colorado.
 - 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.
 - 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 movement of goods, services, and technology.
- Economics - Understand that people respond to positive and negative incentives and evaluate opportunity costs**
 - Define positive and negative economic incentives and describe how people typically respond when given positive or negative incentives.
 - In a given situation, create a plan of appropriate incentives to achieve a desired result. For example: offering a prize to the person who picks up the most trash on the playground.
 - Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives.
 - Explain how productive resources (natural, human, and capital) have influenced the types of goods produced and services provided in Colorado.
 - Define choice and opportunity cost.
 - Determine the relationship between long-term goals and opportunity cost.
 - Analyze scenarios of choices including opportunity cost. For example: how to spend allowance money or purchase school supplies.
- Civics - Investigate multiple perspectives on civic issues and understand the origins, structures, and functions of the Colorado government**
 - Give examples of issues faced by the state of Colorado 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.
 - Identify and use appropriate sources to investigate and analyze multiple perspectives of issues.
 - Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.
 - 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.
 - Describe how the decisions of the state government affect local government and interact with federal law.
 - Describe how a citizen might engage in state government to demonstrate their rights or initiate change.

Reviewing the 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 the standard algorithm.

- 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 the calculation by using equations, rectangular arrays, and/or area models.

- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.



Report Card Indicators 2021-2022

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.