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**
  - *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.*
  - *Pose and respond to specific questions to clarify or follow upon information, and make comments that contribute to the discussion and link to the remarks of others.*
  - *Paraphrase 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.*
  - *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**
  - *Determine a theme of a story, drama, or poem from details in the text; summarize the text.*
  - *Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).*
  - *Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).*
  - *Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean).*
  - *Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.*
  - *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.*
  - *By the end of the year, read and comprehend literature, 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**
  - *Determine the main idea of a text and explain how it is supported by key details; summarize the text.*
  - *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.*
  - *Explain how an author uses reasons and evidence to support particular points in a text.*
  - *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**
  - *Know and apply grade-level phonics and word analysis skills in decoding words.*
  - *Read grade-level text with purpose and understanding.*
  - *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.*
  - *Infer meaning of words using explanations offered within a text.*
  - *Demonstrate understanding of figurative language, word relationships and nuances in word meanings.*
  - *Recognize and explain the meaning of common idioms, adages, and proverbs.*
- **Uses the writing process to create stories and persuasive pieces**
  - *Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.*
  - *Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally*
  - *Use dialogue and description to develop experiences and events or show the responses of characters to situations*
  - *Use a variety of transitional words and phrases to manage the sequence of events*
  - *Use concrete words and phrases and sensory details to convey experiences and events precisely.*
  - *Provide a conclusion that follows from the narrated experiences or events.*
  - *Write opinion pieces on topics or texts, supporting a point of view with reasons and information*
  - *Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.*
  - *Provide reasons that are supported by facts and details.*
  - *Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition).*
  - *Provide a concluding statement or section related to the opinion presented.*
- **Uses the writing process and sources to create informational texts**
  - *Introduce a topic clearly and group related information in paragraphs and sections; including formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension*
  - *Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, and comparison-and-contrast).*
  - *Organize relevant ideas and details to convey a central idea or prove a point.*
  - *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
  - *Link ideas within categories of information using words and phrases (for example: another, for example, also, because).*
  - *Use precise language and domain-specific vocabulary to inform 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**
  - *Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.*
  - *Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).*
  - *Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag).*
  - *Use compound subjects (for example: Tome and Pat went to the store) and compound verbs (for example: Harry thought and worried about the things he said to Jane) to create sentence fluency in writing.*
  - *Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.*
  - *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*
  - *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 setting.*
  - *Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.*
- **Conducts and presents research from multiple sources**
  - *Conduct short research projects that build knowledge through investigation of different aspects of a topic.*
  - *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.*
- **Builds reasoning and problem solving skills**
  - *Draw evidence from literary or informational texts to support analysis, reflection, and research.*
  - *Apply grade 4 Reading standards to literature (for example: "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character's thoughts, words, or actions].").*
  - *Apply grade 4 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text").*

Math

- **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. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
  - *Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
  - *Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.*
- **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**
  - *Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*
- **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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …*
  - *Use the four operations to solve word problems involving distances, liquid volumes, 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.*
  - *Use the four operations to solve word problems involving money, including problems involving simple fractions or decimals.*
  - *Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*
- **Represent and interpret data**
  - *No evidence outcomes mastered during trimester for this indicator*
- **Classify shapes by properties of their lines and angles**
  - *(Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement): An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.*
  - *(Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:) An angle that turns through n one-degree angles is said to have an angle measure of n degrees.*
  - *Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.*
  - *Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.*
  - *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.*
  - *Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.*
  - *Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.*

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 - Sold 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-20thcentury 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.

ST. VRAIN VALLEY SCHOOLS
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Report Card Indicators

2021-2022

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.