**READING LITERATURE AND INFORMATIONAL TEXT**

**Key Ideas and Details**
- I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential questions.
- I can analyze details in a text to determine a theme. I can write a summary, using details from the text.
- I can determine the main idea of a text and explain how it is supported by key details. I can write a summary stating the key points of a text.
- I can use specific details from the text to describe characters, settings, or events.
- I can use specific information in a text (e.g., historical, scientific, technical) to explain events, procedures, ideas, and/or concepts, including what happened and why.

**Craft and Structure**
- I can determine the meaning of words and phrases used in a text, including figurative language.
- I can use various strategies (context clues, root words, affixes) to determine the meaning of general academic (e.g., stroll instead of walk) and domain-specific words (content words, e.g., sedimentary) in a text.
- I can explain that poems, drama, and prose use different structural elements. I can refer to the structural elements of a poem or drama when explaining their differences.
- I can describe the overall structure (e.g., chronology, cause/effect, problem/solution) of events, ideas, or concepts used in informational text.
- I can compare and contrast the point of view of different stories, including the difference between first and third-person narrations.
- I can compare and contrast firsthand and secondhand accounts of the same event or topic. I can describe the differences in focus and the information provided.

**Integration of Knowledge and Ideas**
- I can determine the similarities and differences between a written text and its visual or oral representation.
- I can explain how various formats (e.g., graphs, pictures, diagrams, charts, media clips) help a reader understand the text.
- I can explain how an author uses reasons and evidence to support particular points in a text.
- I can compare and contrast how stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events.
- I can integrate information from two texts to display my knowledge of the topic when writing or speaking.

**Range of Reading and Level of Text Complexity**
- I can read and comprehend grade-level literature and informational text.

**READING FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**
- I know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency**
- I can read with sufficient accuracy and fluency to support comprehension.

**WRITING**

**Text Types and Purposes**
- I can write an opinion piece with an introduction, opinion, supporting reasons, and conclusion.
- I can write an informative/explanatory text that conveys ideas and information clearly.
- I can write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Production and Distribution of Writing**
- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.
- I can prepare multiple drafts using revision and edits to develop and strengthen my writing.
- I can use technology to produce and publish writing as well as collaborate with others.

**Research to Build and Present Knowledge**
- I can conduct short research projects that build knowledge through investigation of a topic.
- I can recall information from experiences or gather information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
- I can use evidence form literary or informational texts to support analysis, reflection, and research.

**Conventions of Standard English**
- I demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.
- I demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- I use knowledge of language and its conventions when writing, speaking, reading, or listening.

**LANGUAGE**

**Vocabulary Acquisition and Use**
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.
- I demonstrate an understanding of figurative language, word relationships and nuances in word meanings.
- I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, slammed) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.)

**Comprehension and Collaboration**
- I can participate in collaborative conversations with diverse partners about grade 4 topics and texts with peers in small and large groups.
- I can paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- I can identify the reasons and evidence a speaker provides to support particular points.

**Presentation of Knowledge and Ideas**
- I can 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.
- I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- I can differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

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**INTERPRETIVE PRODUCTIVE COLLABORATIVE**

**ELD Standards Key:**
### Operations and Algebraic Thinking (4.OA)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.OA.1</td>
<td>I can explain how a multiplication equation (e.g., 35x5x7) can be interpreted as a comparison (e.g., Johnny has 5 times as many cards as Bill who has 7 cards.)</td>
</tr>
<tr>
<td>4.OA.2</td>
<td>I can solve a multiplication or division word problem involving multiplicative comparisons using drawings and equations.</td>
</tr>
<tr>
<td>4.OA.3</td>
<td>I can choose the correct operation to use at each step of a multi-step problem.</td>
</tr>
</tbody>
</table>

#### Gain familiarity with factors and multiples

- I can define and determine factor pairs and multiples for any whole number, 1-100.
- I can define and determine if a number is prime or composite.

#### Generate and analyze patterns

- I can generate a pattern that follows a given rule.

### Numbers and Operations in Base Ten (4.NBT)

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<td>4.NBT.1</td>
<td>I can explain the value of each digit in a multi-digit number as ten times the value to the right.</td>
</tr>
<tr>
<td>4.NBT.2</td>
<td>I can read and write multi-digit number in word form, base-ten numerals, and expanded form.</td>
</tr>
<tr>
<td>4.NBT.3</td>
<td>I can write a multi-digit number rounded to any given place.</td>
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</table>

#### Use place value understanding and properties of operations to perform multi-digit arithmetic

- I can add and subtract multi-digit whole numbers with ease by using the standard algorithm.
- I can multiply a multi-digit number by a one-digit whole number.
- I can multiply two-digit numbers using properties of operations and equations.
- I can demonstrate and solve division and multiplication of a multi-digit number by a one-digit number using place value, rectangular arrays, and area model.

### Numbers and Operations—Fractions (4.NF)

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<td>4.NF.1</td>
<td>I can generate equivalent fractions by using models and by multiplying or dividing the numerator and denominator by the same number.</td>
</tr>
<tr>
<td>4.NF.2</td>
<td>I can compare two given fractions by generating equivalent fractions with common denominators.</td>
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</table>

#### Extend understanding of fraction equivalence and ordering

- I can generate equivalent fractions by dividing drawings and by multiplying or dividing the numerator and denominator by the same number. |
- I can compare two given fractions by generating equivalent fractions with common denominators. |

#### Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers

- I can solve addition and subtraction word problems using drawings, pictures, and equation. |
- I can solve word problems that involve multiplying a whole numbers and fraction with visual models and equations. |

### Understand decimal notation for fractions, and compare decimal fractions

- I can rewrite a fraction with denominator 10 as an equivalent fraction with denominator 100 and add two fractions with a denominator of 10 and 100. |
- I can represent fractions with denominators of 10 and 100 as a decimal and show on a number line. |
- I can compare two decimals to the hundredths place and record the comparison using symbols <, >, or =. |

### Measurement and Data (4.MD)

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<td>4.MD.1</td>
<td>I can describe the relative size of measurement units (e.g., km, m, cm, kg, g, lb, oz, ml, hr, min, sec).</td>
</tr>
<tr>
<td>4.MD.2</td>
<td>I can solve word problems involving various measurements expressed by whole numbers, fractions, and decimals.</td>
</tr>
<tr>
<td>4.MD.3</td>
<td>I can explain the formulas for area and perimeter and use them to solve real world problems.</td>
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#### Represent and interpret data

- I can create and use the information on the line plot to solve addition and subtraction problems. |

#### Geometric measurement: understand concepts of angle and measure angles

- I can identify the parts of an angle and explain that it is measured in degrees related to the 360 degrees in a circle. |
- I can measure and sketch an angle using a protractor. |
- I can solve word problems involving unknown angles. |

#### Geometry (4.G)

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<tr>
<td>4.G.1</td>
<td>I can draw an example of a point, line, line segment, ray, right angle, acute angle, obtuse angle, parallel lines, and perpendicular lines.</td>
</tr>
<tr>
<td>4.G.2</td>
<td>I can classify two-dimensional shapes into the following categories: those with parallel lines, those with perpendicular lines, those with both parallel and perpendicular lines, those with no parallel or perpendicular lines.</td>
</tr>
<tr>
<td>4.G.3</td>
<td>I can define line of symmetry, explain how to identify it in a two-dimensional figure, and explain how folding along the line of symmetry results in matching parts.</td>
</tr>
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</table>

### Performance Task

1. I can make sense of problems and persevere in solving them. |
2. I can reason abstractly and quantitatively. |
3. I can construct viable arguments and critique the reasoning of others. |
4. I can model with mathematics. |
5. I can use appropriate tools strategically. |
6. I can attend to precision. |
7. I can look for and make use of structure. |
8. I look for and express regularity in repeated reasoning. |