**Reading**

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| **Subject** | **Standard** | **Standard Definition** | **Knowledge Learning Targets** | **Reasoning Learning Targets** | **I Can Statements** |
| Reading | RL.4.1 and RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Identify key details and examples in a text. | Explain how details and examples from the text support making inferences. | I can read closely to answer literal questions using explicit information and draw inferences using predictions. |
| Reading | RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | Define theme of a story of a story using details from the text. | Summarize key ideas and details for the theme of a story by explaining why and how the theme is appropriate. | I can define the theme of a story. I can summarize key ideas and details for the theme of a story by explaining why and how the theme is appropriate. |
| Reading | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | \*Identify the central/main idea of the text. \*Explain how the supporting details determine the main idea of a text. | Summarize the text using key details. | I can determine the main idea of what I read and explain to my teacher or a peer using details from the text. |
| Reading | RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | Identify specific details about characters, settings and events. | Describe a character’s actions, thoughts, and perspective based on evidence in the text. Describe setting and events based on evidence in the text. | I can use specific events and ideas from the text and **prior knowledge** to explain why something happened in the text. |
| Reading | RI.4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | Identify the account of an event or topic. | Explain how the account of the event or topic impacts the focus and the information provided. | I can identify the account of an event or topic and explain how it impacts the focus and information provided about an even or topic. |
| Reading | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. | Identify the author’s purpose in writing the text. | Explain how an author uses reasons to support particular points in a text. | I can explain how the reasons and evidence support the particular points in a text. |
| Reading | RL.4.9 | Compare and contrast the treatment of similar themes and topics, patterns of events in stories, myths, and traditional literature from different cultures**.** | Identify themes in multiple stories. | Use story elements to show how they are alike and different. | I can identify similar themes, topics, and patterns of events found in stories, myths, and traditional literature from different cultures to compare and contrast. |
| Reading | RI.4.9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Compare and contrast information within two text. | Integrate information from two texts on the same topic and synthesize how the information in both texts support a specific topic. | I can integrate knowledge from two texts to display my knowledge on a topic and determine which pieces of a text can support what I've learned in a previous text. |
| Reading | RL.4.10 and RI.4.10 | 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. RI.4.10- By the end of the 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. | Identify key ideas and story elements in a text. | Comprehend independently key ideas and details in a text. | I can read and understand stories on my grade level with no, or minimum, support from my teacher. |

**Math**

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| **Subject** | **Standard** | **Standard Definition** | **Knowledge Learning Targets** | **Reasoning Learning Targets** | **I Can Statements** |
| Math | 4.NBT.1 | Recognize that in a multi-digit whole number, a digit in any one place represents a specific value | Recognize a multi-digit number (up to one million). | A digit in one place represents 10 times as much as it represents in the place to its right. | I can recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. |
| Math | 4.OA.3 | Students should be able to solve multi-step word problems using all 4 operations and be able to represent the problem with symbols or letters. | Recognize operation to use in a given word problem using visuals and number sense. | Solve multi-step word problems using visuals and number sense. | I can use what I know about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers. |
| Math | 4.NBT.4 | Students should be able to add and subtract multi-digit numbers using standard algorithms. | Fluently add and subtract multi-digit numbers less than or equal to 1,000,000 using the standard algorithm. | Use place value to regroup multi-digit numbers when adding and subtracting. | I can add and subtract larger numbers. |
| Math | 4.OA.4 | Students should be able to identify factor pairs of numbers ranging 1-100 and recognize that a whole number is a multiple of different factors. (Is the whole number a multiple of a specific factor?) | Identify and recognize factors and multiples of a whole number. |  | I can recognize a whole number as a multiple of each of its factors. |
| Math | 4.NBT.5 | Students should be able to multiply multi-digit numbers (4x1 or 2x2) using place value and properties of operations and be able to explain using equations and models. | Multiply a whole number of up to four digits by a onedigit whole numbers and two by two digit numbers. | Use strategies based on place value and the properties of operations to multiply whole numbers. | I can illustrate and explain how to multiply larger numbers by using equations, arrays or models. |
| Math | 4.NBT.6 | Students should be able to divide multi digit numbers (4x1) and its remainders using place value strategies and properties of operations and be able to explain using equations and models. | Use a strategy (equations and models) to set up the division problem. | Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. | I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using equations and models. |
| Math | 4.NF.1 | Students should be able to identify, explain, compare, and produce equivalent fractions using fraction models. | Recognize fractions as being greater than, less than, or equal to other fractions. | Use fraction models to produce equivalent fractions. | I can compare fractions using the symbols >, = and <, and justify the comparison by using models. |
| Math | 4.NF.3 | Students should be able to add and subtract fractions with the concept that they equal 1 and apply to word problems. | Add and subtract fractions with like denominators. | Using visual fraction models, decompose a fraction into the sum of fractions with the same denominator in more than one way. | I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole. |
| Math | 4.NF.6 | Students should be able to identify the relationship between fractions and decimals and explain using number lines. | Explain the values of digits in the decimal places. | Represent fractions with denominators 10 or 100 with multiple representations and decimal notation. | I can compare two decimals to hundredths by reasoning about their size and realizing that the comparison is only true if the two decimals refer to the same whole. |