

Fourth Grade - Dual

Parents of Elementary Students,

Starting this year, teachers will be sending a report card home twice a year- once at semester's end in January, and again at the end of the year. You may access real time information about your child's progress in school at any time throughout the year through ParentVUE, our online grade book. We believe this timely, specific information is essential to students and parents as we work together for student success. ParentVUE allows you to see assignments and assessments related to the standards. If you accessed ParentVUE last year, your log in information is the same. At parent conferences in the fall, your student's teacher will be able to explain their use of gradebook as a communication tool regarding your student.

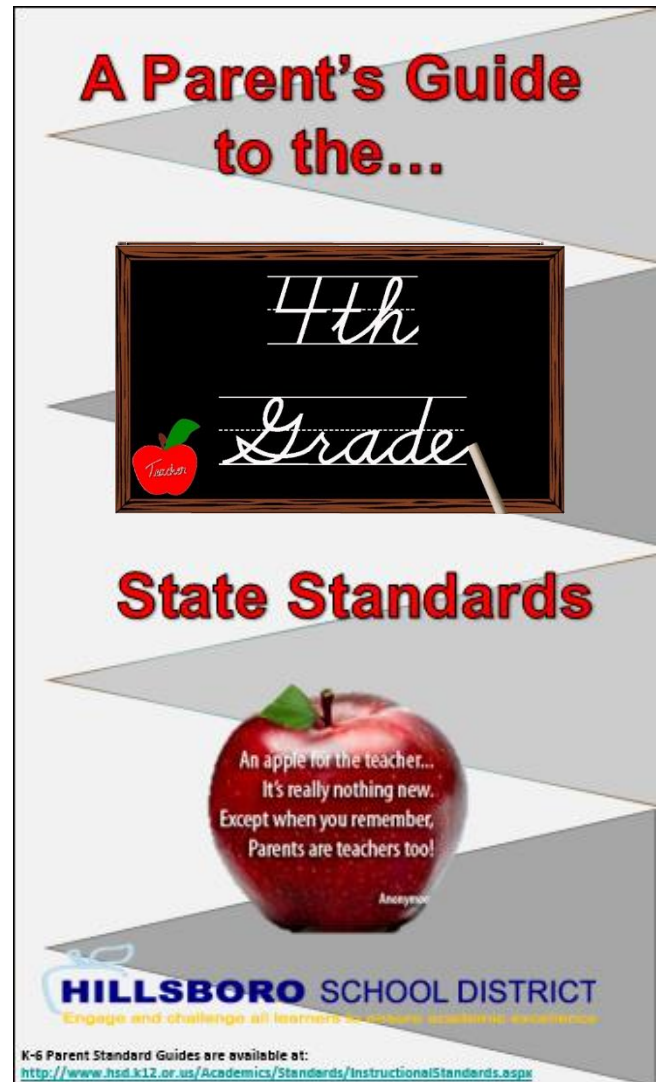
We are committed to providing every student in our district access to grade level standards. Since the new report card has been condensed, you will no longer see all standards listed under each category. Only the overarching standards will be reflected in bold under each cluster.

This pamphlet is divided by content areas like the report card with *all* standards written under each category in student and parent friendly "I can" statements that describe what skills a student "can do" to demonstrate grade level performance by the end of the year. The ✓ represent when standards may be assessed each quarter. If your child is *meeting*, they demonstrate skills taught that quarter/semester within the "I can" statement. *Exceeding* marks mean students demonstrate skills beyond those expected at the time of grading. Students who *nearly meet* or *not yet meet* will need extra support from school and home to master the standard. Your student would need to develop more skills before s/he could say, "I can" for the marked standards. The teacher, parent and student should work together to address the need.

We are confident that our new report card, this pamphlet and ParentVUE will provide the detail and specifics to help students and parents identify students' strengths and areas of needed support. Thank you for being important partners in your child's education.

Together we can ensure all kids leave elementary school on track to be college and career ready when they graduate high school!

K-6 Parent Standard Guides are available at: <http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>





Key Idea Reading Foundations:

Fourth grade students relate words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms). They use context clues to decide the meaning of new words as well as other strategies (re-reading and the meaning of roots and affixes). Your fourth grader can read and spell words with more than two syllables. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

If the skill is specific to English = (E), to Spanish = (S), and to both = (B)

S1		S2		Reading Foundations		
Nov	Jan	Apr	Jun			
				Phonics and Word Recognition		
	✓		✓	RF 4.3	I can show that I know and apply grade-level phonics and word analysis skills in decoding words.	B
	✓		✓	RF 4.3.A	<i>I can use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know in context and out of context.</i>	B
	✓		✓	RF 4.3.B	<i>I can distinguish the difference between homophones based on the written accent (e.g., si, sí).</i>	S
	✓		✓	RF 4.3.C	<i>I can pronounce and recognize the difference in spellings when adding suffixes to words (e.g., lento, lentamente).</i>	S
	✓		✓	RF 4.3.D	<i>I can correctly use and pronounce the "diéresis" (two dots above the vowel u) in the syllables güe and güi.</i>	S
				Spanish Accentuation		
	✓	✓	✓	RF 4.3.E	I can correctly use the written accent according to the stressed syllable in grade level words by applying systematic analysis.	S
	✓			RF 4.3E.1	<i>I can count the number of syllables.</i>	S
	✓			RF 4.3E.2	<i>I can name and identify the placement of the stressed syllable.</i>	S
	✓	✓		RF 4.3E.3	<i>I can categorize words based on the stressed syllable ("aguda", "grave", "esdrújula").</i>	S
	✓	✓	✓	RF 4.3E.4	<i>I can determine the sound or letter at the end of the word (vowel or consonant /n/ or /s/ to whether or not to add an accent.</i>	S
	✓	✓	✓	RF 4.3E.5	<i>I can write the written accent if needed.</i>	S
	✓	✓	✓	RF 4.3E.6	<i>I can justify the placement of accents according to spelling rules.</i>	S
	✓		✓	RF 4.3.F	I can recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form a "hiato" and not a diphthong and place the accent correctly over the vowel (hacía, baúl, raíz).	S
	✓	✓	✓	L 4.2.G	I can recognize that an accent is needed for all words that are "esdrújulas" and "sobreesdrújulas".	S
		✓	✓	L 4.2.I	I can use the "diacritico" accent in questions, exclamations and to differentiate demonstratives pronouns of determinative.	S
Nov	Jan	Apr	Jun	Fluency		
	✓		✓	RF 4.4	I can read fourth grade text with fluency and accuracy to support comprehension.	B
	✓		✓	RF 4.4.A	<i>I can read fourth grade text with purpose and understanding.</i>	B
	✓		✓	RF 4.4.B	<i>I can read fourth grade text and poetry aloud with accuracy, expression, and appropriate rate.</i>	B
	✓		✓	RF 4.4.C	<i>I can use context to understand unknown words and reread if necessary.</i>	B



Key Idea Reading Literature:

Students in fourth grade can describe the basic elements of stories-such as characters, events, and settings-by drawing on specific details. They compare ideas, characters, events and settings in stories and myths from different cultures.

Nov	Jan	Apr	Jun	Key Ideas and Details	
✓				RL.4.1	I can refer to details and examples in the text to explain what the text says explicitly and when drawing inferences.
✓				RL.4.2	I can use details from a story, drama, or poem to determine the theme and can summarize the text.
✓			✓	RL.4.3	I can use specific details from a story or drama to describe a character, setting, or event in depth.
Nov	Jan	Apr	Jun	Craft and Structure	
		✓		RL.4.4	I can determine the meaning of words and phrases used in a text, including those derived from mythological characters.
	✓			RL.4.5	I can refer to specific elements of poems and dramas when I write or talk about major differences in the texts.
	✓		✓	RL.4.6	I can compare and contrast the viewpoint of different stories, specifically first-and-third person narrations.
Nov	Jan	Apr	Jun	Integration of Knowledge and Ideas	
	✓	✓		RL.4.7	I can make comparisons between the written text of a story and a visual or oral presentation of the text.
		✓	✓	RL.4.9	I can compare and contrast themes, topics, and plot patterns in traditional literature from various cultures.
Nov	Jan	Apr	Jun	Range of Reading and Text Complexity	
✓	✓	✓	✓	RL. 4.10	I can read and comprehend literacy text appropriate for fourth grade.



Key Idea Reading Informational:

Your fourth grader pays close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points.

Nov	Jan	Apr	Jun	Key Ideas and Details	
✓				RI.4.1	I can refer to details and examples in the text to explain what the text says explicitly and when drawing inferences.
✓				RI.4.2	I can use key details to determine the main idea of a text and can summarize the text.
✓			✓	RI.4.3	I can explain events, ideas, or procedures from an informational text and use the text to support my explanation.
				Craft and Structure	
		✓		RI.4.4	I can determine the meaning of words or phrases in a fourth grade informational text.
	✓			RI.4.5	I can describe the structure of events, ideas, or concepts used in a piece of informational text.
	✓		✓	RI.4.6	I can explain the differences in focus and information provided between a firsthand and a secondhand account of the same event or topic.
				Integration of Knowledge and Ideas	
	✓			RI.4.7	I can interpret information that is presented visually, orally or quantitatively and how the information contributes to the understanding of the text.
		✓		RI.4.8	I can explain how an author uses reasons and evidence to support his/her points.
		✓	✓	RI.4.9	I can combine information from two texts on the same topic to write or speak about the subject.
				Range of Reading and Text Complexity	
✓	✓	✓	✓	RI.4.10	I can read and comprehend informational text appropriate for fourth grade.



Key Idea Writing:

Fourth graders write summaries or opinions about topics supported with a set of well-organized facts, details and examples. They work independently on short research projects using evidence from the internet, texts and other sources.

Nov	Jan	Apr	Jun	Text Types and Purposes	
✓			✓	W.4.1	I can write an opinion piece on topics or texts, supporting a point of view with reasons and information.
✓			✓	W.4.1.A	<i>I can introduce a topic or text, state an opinion, and create an organizational structure that supports my purpose.</i>
✓			✓	W.4.1.B	<i>I can provide reasons that are supported by facts and details.</i>
✓			✓	W.4.1.C	<i>I can use linking words and phrases to give a reason to support my opinion.</i>
✓			✓	W.4.1.D	<i>I can provide a concluding section or statement.</i>
✓	✓	✓	✓	W.4.2	I can write an informative piece to examine a topic and convey ideas and information clearly.
✓	✓	✓	✓	W.4.2.A	<i>I can introduce a topic, group related information and include formatting and illustrations when it's helpful.</i>
✓	✓	✓	✓	W.4.2.B	<i>I can use facts, definitions, details, and quotations to help develop the topic.</i>
✓	✓	✓	✓	W.4.2.C	<i>I can use linking words and phrases to connect ideas within categories.</i>
✓	✓	✓	✓	W.4.2.D	<i>I can use precise language and specific vocabulary to inform about or explain the topic.</i>
✓	✓	✓	✓	W.4.2.E	<i>I can provide a concluding statement or section.</i>
	✓	✓		W.4.3	I can write a real or imagined narrative piece using effective technique, descriptive details, and clear event sequences.
	✓	✓		W.4.3.A	<i>I can establish a situation, introduce a narrator, and organize an appropriate sequence.</i>
	✓	✓		W.4.3.B	<i>I can use dialogue and descriptions to develop events and characters.</i>
	✓	✓		W.4.3.C	<i>I can use transitional words and phrases to manage the sequence of events.</i>
	✓	✓		W.4.3.D	<i>I can use concrete words and phrases and sensory details.</i>
	✓	✓		W.4.3.E	<i>I can provide some sense of closure.</i>
Nov	Jan	Apr	Jun	Production and Distribution of Writing	
✓	✓	✓	✓	W.4.4	I can produce clear, developed and organized writing appropriate for fourth grade.
		✓	✓	W.4.5	I can use guidance from my peers and adults to plan, revise, and edit my writing.
	✓	✓		W.4.6	I can use technology to produce and publish writing, collaborate with others and demonstrate proficiency of keyboarding skills to type a minimum of one page in a single setting.
Nov	Jan	Apr	Jun	Research to Build and Present Knowledge	
	✓	✓		W.4.7	I can conduct a short research project to build knowledge about a topic.
		✓	✓	W.4.8	I can gather relevant information from various sources, take notes, and categorize information and list sources.
			✓	W.4.9	I can use evidence from literary or informational texts to support analysis, reflection, and research.
✓		✓		W.4.9.A	<i>I can apply fourth grade reading standards to support analysis, reflection, and research to literature.</i>
		✓	✓	W.4.9.B	<i>I can apply fourth grade reading standards to support analysis, reflection, and research to informational texts.</i>
Nov	Jan	Apr	Jun	Range of Writing	
✓	✓	✓	✓	W.4.10	I can write on a regular basis with stamina for different tasks, purposes, and audiences.



Key Idea Speaking and Listening:

Students in fourth grade report orally on a topic or tell a story with enough facts and details. They can paraphrase and respond to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points.

Nov	Jan	Apr	Jun	Comprehension and Collaboration	
✓	✓	✓	✓	SL.4.1	I can effectively engage in collaborative discussions with diverse partners and build on other's ideas.
	✓			<i>SL 4.1.A</i>	<i>I can come to discussions prepared to participate because I have studied appropriate materials.</i>
			✓	<i>SL 4.1.B</i>	<i>I can follow agreed-upon rules for class discussions and carry out my assigned roles.</i>
		✓		<i>SL 4.1.C</i>	<i>I can ask questions to clarify information and respond to the comments of others to contribute to a discussion.</i>
✓			✓	<i>SL 4.1.D</i>	<i>I can explain my own ideas and understandings as they connect to the discussion.</i>
		✓		SL 4.2	I can paraphrase portions of a text read aloud or presented visually.
		✓		SL 4.3	I can identify the reasons and evidence a speaker gives to support points.
Nov	Jan	Apr	Jun	Presentation of Knowledge and Ideas	
	✓	✓	✓	SL 4.4	I can speak clearly and audibly while reporting on a topic or telling a story or experience in an organized manner.
			✓	SL 4.5	I can add audio recordings or visual displays to enhance a presentation.
			✓	SL 4.6	I can differentiate between when a task calls for formal or informal English discourse and use the appropriate discourse.



Key Idea Language:

Language is applied in all areas of English Language Arts. When writing, students in fourth grade use complete sentences with correct capitalization and spelling. When speaking and writing fourth graders use correct verb tenses. Words and phrases are chosen for precise meaning. Students use similes and metaphors for expression. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

If the skill is specific to English = (E), to Spanish = (S), and to both = (B)

Nov	Jan	Apr	Jun	Conventions of Standard		
✓	✓	✓	✓	L 4.1	I can use what I know about grammar in writing or speaking.	B
			✓	L 4.1.A	<i>I can use relative pronouns and adverbs when writing or speaking.</i>	B
			✓	L 4.1.B	<i>I can form and use progressive verb tenses.</i>	E
					<i>I can form and use progressive verb tenses and recognize their limited use in Spanish.</i>	S
	✓			L 4.1.C	<i>I can use modal auxiliary verbs (shall, might, can, must, etc.).</i>	E
	✓				<i>I can use modal auxiliary verbs with the infinitive of the verb to express various conditions (e.g., puedo correr, debo dormir) or the conditional form (e.g., podría correr, desearía dormir).</i>	S
	✓			L 4.1.D	<i>I can use adjectives in conventional order (small, red bag NOT red, small bag).</i>	E
	✓				<i>I can use adjectives in convencional order (e.g., una pequeña bolsa roja en lugar de una roja bolsa pequeña)</i>	S
✓				L 4.1.E	<i>I can form and use prepositional phrases.</i>	B
✓	✓			L 4.1.F	<i>I can produce complete sentences and recognize and correct inappropriate fragments and run-ons.</i>	B
		✓		L 4.1.G	<i>I can correctly use confused words (e.g., to, too, two; there, their).</i>	B
		✓	✓	L 4.1.H	<i>I can correctly identify and use the co-preterit or preterit imperfect tense and the conditional tense with verbs ending in -ar, -er and -ir.</i>	S
✓	✓			L 4.1.I	<i>I can recognize and use adjectives that omit the final sound or sounds (buen, bueno; gran, grande; algún, alguno).</i>	S
	✓	✓		L 4.1.J	<i>I can identify and correctly use of regular verbs ending in -ar, -er, and -ir in the past tense or imperfect tense and distinguish its use (e.g., Te escribí una carta. Te escribía todos los días).</i>	S
		✓	✓	L 4.1.K	<i>I can identify and use coordinating conjunctions (e.g., y/e, ni, que) and disjunctives (e.g., y/e,ni, que) use adversatives (e.g., pero, aunque, sino, sin embargo) and use casuals (e.g., pues, porque, como, puesto que).</i>	S
✓	✓	✓	✓	L.4.2	I can demonstrate command of conventions including capitalization, punctuation and spelling when writing.	B
		✓		L 4.2.A	<i>I can use correct capitalization in my writing.</i>	B
✓		✓		L 4.2.B	<i>I can use quotations and commas appropriately in dialogue.</i>	B
	✓	✓		L 4.2.C	<i>I can use a comma before a coordinating conjunction in a compound sentence.</i>	B
	✓			L 4.2.D	<i>I can use an appropriate reference to help me spell fourth grade words.</i>	B
	✓	✓		L 4.2.E	<i>I can identify and use verbs ending in -zar, -car and -gar, changing a for e and z for c (analizar, analice), c for qu (educar-eduque); and g for gu (pagar-pague).</i>	S
	✓	✓		L 4.2.F	<i>I can use the comma before and after an explanation that is inserted in a sentence (e.g., Ella, entre mis amigas, es la más simpática).</i>	S
		✓	✓	L 4.2.G	<i>I can correctly write grade level words that contain silent letters or syllables (H/h; gue, gui, que, qui)and relationship between multiple phonemes and graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr).</i>	S
Nov	Jan	Apr	Jun	Knowledge of Language		
✓	✓	✓	✓	L 4.3	I can use my knowledge of language and conventions when writing, speaking, reading or listening.	B
✓	✓			L 4.3.A	<i>I can choose words and phrases to precisely convey ideas.</i>	B
	✓		✓	L 4.3.B	<i>I can choose punctuation for effect.</i>	B
	✓		✓	L 4.3.C	<i>I can differentiate when to use formal speech versus informal speech.</i>	B

Nov	Jan	Apr	Jun	Vocabulary Acquisition		
✓	✓	✓	✓	L 4.4	I can use strategies to determine or clarify the meaning of multiple-meaning words and phrases.	B
✓	✓	✓		L 4.4.A	<i>I can use context clues to figure out word meanings.</i>	B
✓	✓	✓		L 4.4.B	<i>I can determine the meaning of a word by using common Greek and Latin prefixes, suffixes and roots.</i>	B
	✓	✓		L 4.4.C	<i>I can determine the meaning or pronunciation of a word by consulting reference materials.</i>	B
✓	✓	✓	✓	L 4.5	I can demonstrate understanding of figurative language, word relationships and nuances in word meanings.	B
	✓			L 4.5.A	<i>I can explain the meaning of simple similes and metaphors.</i>	B
	✓		✓	L 4.5.B	<i>I can recognize and explain the meaning of common idioms, adages, and proverbs.</i>	B
	✓	✓		L 4.5.C	<i>I can demonstrate my understanding of words by relating to their synonyms and antonyms.</i>	B
✓	✓	✓	✓	L 4.6	I can use fourth grade words and phrases that I learn through listening and reading.	B

Language [continues above]



Key Idea ELD English Language Development for ESL students only

There are many things you can do at home to help student's develop the skills they will need in order to be successful in English. English Language Development does not depend on speaking English. Students who are read to at home in their native language (whether it be Spanish, Chinese, Russian, etc....) are learning valuable skills that support English proficiency. Students not only listen as you read, but they respond by asking and answering questions. Older students read the text and write ideas about what they've heard. All of these skills transfer between languages and support your students' English Language Development.

Nov	Jan	Apr	Jun	Linguistic Structures - Uses accurate word meaning in correct sentence form at proficiency level.	
✓	✓			ELP.9	<i>I can create clear and coherent grade-appropriate speech & text.</i>
✓	✓			ELP.10	<i>I can make accurate use of standard English to communicate in grade-appropriate speech and writing.</i>
				Receptive Modalities - Listens, reads and/or views and then demonstrates the meaning at proficiency level.	
✓	✓			ELP.1	<i>I can make meaning from oral presentations, literary and informational text through listening, reading & viewing.</i>
✓	✓			ELP.8	<i>I can figure out the meaning or words and phrases in oral presentations, literary and informational text.</i>
Nov	Jan	Apr	Jun	Productive Modalities - Completes an oral or written task to show understanding of what was heard at proficiency level.	
		✓	✓	ELP.3	<i>I can speak and write about grade-appropriate complex literary and informational texts and topics.</i>
		✓	✓	ELP.4	<i>I can make grade-appropriate oral or written claims and support them with reasoning and evidence.</i>
				ELP.7	<i>I can adapt language choices to purpose, task and audience when speaking and writing.</i>
Nov	Jan	Apr	Jun	Interactive Modalities - Speak and listen, read and write, to collaborate and share information at proficiency level.	
		✓	✓	ELP.2	<i>I can participate in oral and written exchanges of information, ideas and analysis responding to peers or reader comments or questions.</i>
		✓	✓	ELP.5	<i>I can conduct research and evaluate and communicate finding to answer questions or solve problems.</i>
		✓	✓	ELP.6	<i>I can analyze and critique the arguments of others orally.</i>



Key Idea Math:

One of the main areas studied in 4th grade solving word problems. Your child will also build knowledge and skills with fractions to prepare for mastering this topic in 5th and 6th grades. These skills will help ensure your child is ready for algebra and advanced math.

Nov	Jan	Apr	Jun	Operations and Algebraic Thinking	
✓	✓		✓	4.OA.A.1 - A.3	I can use the four operations with whole numbers to solve problems.
✓			✓	4.OA.A.1	<i>I understand that multiplication equations can be seen as comparisons of groups.</i>
✓				4.OA.A.2	<i>I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.</i>
✓	✓		✓	4.OA.A.3	<i>I can use mathematical operations and variables to solve multi-step word problems with and without remainders by using estimation, mental math and rounding.</i>
✓	✓			4.OA.B.4	I can become familiar with factors and multiple factor pairs for a number from 1-100.
✓	✓			4.OA.B.4.A	<i>I can find all factor pairs for a number from 1-100.</i>
✓	✓			4.OA.B.4.B	<i>I understand that numbers are multiples of their factors.</i>
✓	✓			4.OA.B.4.C	<i>I can figure out if a number is a multiple of another number and whether it is prime or composite.</i>
✓	✓		✓	4.OA.C.5	I can create and describe patterns that follow a rule.
Nov	Jan	Apr	Jun	Numbers and Operations in Base Ten	
✓			✓	4.NBT.A.1- A.3	I can generalize place value understanding for multi-digit whole numbers.
✓			✓	4.NBT.A.1	<i>I understand that each place value is 10 times larger than the one to its right.</i>
✓				4.NBT.A.2	<i>I can read, write, and compare numbers (using numeral form, word form, and expanded form) up to 1,000,000 using <, >, =.</i>
✓				4.NBT.A.3	<i>I can round numbers up to 1,000,000.</i>
✓	✓		✓	4.NBT.B.4 - B.6	I can use place value understanding and properties of operations (+, -, x, ÷) to perform multi-digit arithmetic.
✓				4.NBT.B.4	<i>I can add and subtract numbers up to 1,000,000.</i>
✓			✓	4.NBT.B.5.A	<i>I can multiply large numbers up to four digits by one and two-digit numbers.</i>
✓			✓	4.NBT.B.5.B	<i>I can illustrate and explain my work using equations, rectangular arrays, and/or area models.</i>
	✓		✓	4.NBT.B.6.A	<i>I can divide large numbers with up to four-digit dividends and one-digit divisors using a variety of strategies.</i>
	✓		✓	4.NBT.B.6.B	<i>I can illustrate and explain my work by using equations, rectangular arrays, and/or area models.</i>
Nov	Jan	Apr	Jun	Numbers and Operations in Fractions	
	✓	✓	✓	4.NF.A.1 - A.2	I can improve my understanding of fraction equivalence and ordering.
	✓	✓	✓	4.NF.A.1	<i>I can explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction.</i>
	✓	✓		4.NF.A.2.A	<i>I can compare two fractions with different numerators and denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half.</i>
	✓	✓		4.NF.A.2.B	<i>I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole.</i>
	✓	✓		4.NF.B.3 - B.4	I can build fractions from unit fractions.
	✓	✓		4.NF.B.3	<i>I can understand that a fraction with a numerator that is greater than one is a sum of fractions with the same denominator.</i>

	✓	✓		4.NF.B.3.A	<i>I can understand that addition and subtraction of fractions means separating and joining parts of a whole.</i>
	✓	✓		4.NF.B.3.B	<i>I can decompose a fraction into a sum of fractions with the same denominator.</i>
	✓	✓		4.NF.B.3.C	<i>I can add and subtract mixed numbers with like denominators.</i>
	✓	✓		4.NF.B.3.D	<i>I can solve word problems involving addition and subtraction of fractions with like denominators.</i>
		✓		4.NF.B.4	I can multiply a fraction by a whole number.
	✓	✓		4.NF.B.4.A	<i>I can use a visual fraction model to represent the multiples of fractions and record my conclusion in an equation.</i>
		✓		4.NF.B.4.B	<i>I can understand that two fractions may have the same multiples.</i>
		✓		4.NF.B.4.C	<i>I can solve word problems involving multiplication of a fraction by a whole number.</i>
	✓	✓		4.NF.B.4.C	<i>I can illustrate and explain my work by using equations, rectangular arrays, and/or area models.</i>
		✓	✓	4NF.C.5 - C.7	I can understand decimal notation for fractions, and compare decimal fractions.
		✓	✓	4NF.C.5	<i>I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions.</i>
		✓		4NF.C.6	<i>I can convert a fraction with denominators 10 or 100 into a decimal number.</i>
		✓		4NF.C.7	<i>I can compare two decimals to hundredths by reasoning about their size.</i>
Nov	Jan	Apr	Jun	Measurement and Data	
✓	✓	✓	✓	4.MD.A.1 - A.3	I can solve problems involving measurement and conversion of measurements.
✓	✓	✓	✓	4.MD.A.1.A	<i>I can show that I know the relative size of measurement units within a single system including km, m, cm; kg, g; lb., oz.; l, ml; hr., min., sec.</i>
✓	✓	✓	✓	4.MD.A.1.B	<i>I can express measurements in a larger unit in terms of a smaller unit and record equivalents in a two-column table.</i>
	✓	✓	✓	4.MD.A.2	<i>I can use the four operations (+, -, x, ÷) to solve word problems involving measurement; including simple fractions and decimals.</i>
✓	✓	✓	✓	4.MD.A.3	<i>I can use what I know about area and perimeter to solve real world problems involving rectangles.</i>
		✓	✓	4.MD.B.4	I can create line plots displaying fractions and use them to solve word problems involving addition and subtraction.
		✓		4.MD.C.5 - C.7	I can understand the concept of measurement in geometry with regards to angles.
		✓		4.MD.C.5	<i>I can recognize angles as geometric shapes where two rays share a common endpoint.</i>
		✓		4.MD.C.5.A	<i>I understand that an angle's measure is related to the fraction of a circle it represents, and that the unit is degrees.</i>
		✓		4.MD.C.5.B	<i>I understand that an angle is measure in degrees of a circle.</i>
		✓		4.MD.C.6	I can measure and draw angles using a protractor.
		✓		4.MD.C.7.A	<i>I understand that the sum of an angle's parts is equal to the whole angle.</i>
		✓		4.MD.C.7.B	<i>I can solve addition and subtraction problems with unknown angles.</i>
Nov	Jan	Apr	Jun	Geometry	
		✓		4.G.A.1 - A.3	I can draw and identify lines and angles, and classify shapes by properties of their lines and angles.
		✓		4.G.A.1	<i>I can draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.</i>
		✓		4.G.A.2.A	<i>I can classify two-dimensional figures based on what I know about their geometrical attributes.</i>
		✓		4.G.A.2.B	<i>I can recognize and identify right triangles.</i>
		✓		4.G.A.3	<i>I recognize, identify and draw lines of symmetry.</i>



Key Idea Science:

Fourth graders continue to explore and investigate. Using evidence is emphasized more in fourth grade as students make models, question and predict scientific concepts. Fourth graders use more sophisticated tools to measure and interpret solutions and problems in all areas of scientific exploration.

I Can...

- I can use evidence to construct an explanation relating the speed of an object to the energy of that object.
- I can make observations to provide evidence that energy can be transferred from one place to place by sound, light, heat, and electrical currents.
- I can ask questions/predict changes in energy when objects collide.
- I can apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- I can develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- I can generate/compare multiple solutions that use patterns to transfer information.
- I can show that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- I can use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.
- I can identify evidence from patterns in rock formation and fossils in rock layers to support and explanation for changes in landscape over time.
- I can make observations and/or measurements to provide evidence of the effects of weathering or erosion by water, ice, wind, and vegetation.
- I can interpret data from maps to describe the patterns of Earth's features.
- I can obtain and combine information to describe that energy and fuels are derived from natural resources and how their uses affect the environment.
- I can generate and compare multiple solutions to reduce the impacts of natural Earth process on humans.
- I can define a simple design problem reflecting a need or a want with specified criteria for success /constraints on materials, time, or cost.
- I can generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- I can plan and carry out fair tests with controlled variables and failure points that are considered to identify aspects of a model or prototype that can be improved.



Key Idea Social Studies:

Students in fourth grade focus on the development and change in Oregon's history in the areas of exploration, cultural changes and its physical systems. They use primary and secondary sources to understand more about Oregon's history. Comparing and contrasting Oregon's past to the present helps students to identify trends.

I Can...

- I can identify and describe historic Native American groups that lived in Oregon prior to and at the time of European exploration.
- I can explain how key individuals/events influenced changes in Oregon.
- I can give examples of changes in Oregon's agricultural, industrial, political, and business development over time.
- I can identify the nine Oregon tribes and their aboriginal boundaries.
- I can distinguish between fact and fiction in historical accounts.
- I can create and evaluate timelines that show relationships among people, events, and movements in Oregon's history.
- I can use primary/secondary sources to create or describe a narrative about events in Oregon history.
- I can use geographical tools (e.g. maps, GIS, Google Earth) to identify absolute /relative locations and the characteristics of places in Oregon.
- I can explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.
- I can compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.
- I can identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- I can explain how people of Oregon have modified their environment and how the environment has influenced people's lives.
- I can describe technological, societal, and personal practices that influence Oregon's sustainability (dams, wind turbines, etc.)
- I can explain the organization and functions of Oregon government.
- I can describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
- I can explain the process of Oregon statehood.
- I can analyze different buying choices and costs to show the difference between needs and wants.
- I can identify the key industries of Oregon.
- I can compare eye-witness and secondhand accounts of an event.
- I can describe the sequence of events in current and historical accounts.
- I can analyze Oregon's historical accounts to understand cause/effect.



Key Idea Health:

Students in fourth grade are more aware of the impact outside influences may have on their health and personal health decisions. They gain more ability to make good decisions and recognize those that are harmful. Fourth graders become more of an advocate for their own health.

I Can...

- I can describe/advocate for tobacco and drug-free environments.
- I can identify short/long-term consequences of alcohol, tobacco, steroids, and other drug use.
- I can locate reliable health resources to gather information on alcohol, tobacco, steroids, and other drug use.
- I can tell how advertising influences alcohol, tobacco and other drug use.
- I can explain how to use 'over the counter' and prescription drugs.
- I can identify school policies and state laws related to alcohol, tobacco, and other drug use, possession, and sales.
- I can encourage others to recognize advertising influences.
- I can explain the differences between communicable/non diseases.
- I can demonstrate effective health care practices and set goals for personal health care.
- I can assess home or school environment safety and set goals for a safe, healthy environment.
- I can identify ways to reduce exposure to potentially harmful and toxic substances including second-hand smoke.
- I can explain how healthy eating habits can lead to wellness.
- I can identify how media influences the balance/imbalance between physical activity and food consumption.
- I can recognize the importance of physical activity on my health.
- I can set a goal to participate in daily physical activity and track progress.
- I can explain the components of health-related fitness; strength, flexibility, cardiovascular endurance.
- I can explain the balance/imbalance of physical activity and eating.
- I can demonstrate the correct use of safety equipment.



Key Idea Physical Education:

Fourth graders demonstrate a variety of more advanced motor skills than in previous grades. Encourage your student to participate in a variety of physical and recreational activities not only at school but in your community. Fourth graders can identify rules and strategies for different physical activities, games or sports.

I Can...

- I can demonstrate some critical elements in manipulative skills: throw, catch, kick and strike. (K-5)
- I can exhibit responsible personal and social behavior that respects self and others in physical activity settings. (K-6)
- I can identify changes in my body during moderate to vigorous exercise. (K-6)
- I can identify positive ways to resolve conflict. (K-6)
- I can identify rules, procedures and etiquette in a specified physical activity. (2-6)
- I can demonstrate three different step patterns and combinations of movements into repeatable sequences. (3-6)
- I can demonstrate the foot dribble(R/L) foot, hand dribble(R/L), strike, throw, catch and volley with a partner. (3-6)



Key Idea Music:

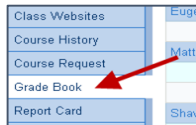
Students in fourth grade are beginning to read music in the treble clef and play melodies on pitched instruments. They are learning to hear the difference between music in major or minor keys and can identify a solo, duet, trio or quartet. Download a note reading app to have your student practice treble clef notes (such as Note Works or Mynotegames).

I Can...

- I can use notation for single eighth notes, rests and eighths beamed to two sixteenths (Rhythm)
- I can use the musical alphabet in treble clef to perform melodies on pitched instruments (Melody)
- I can aurally differentiate between major and minor (Harmony/Texture)
- I can read and notate signs and symbols affecting form in music: repeat signs, DC. al Fine, and first and second endings. (Form)
- I can identify solo, duet, trio and quartet (Tone Color)
- I can identify moderato, andante, mezzo piano, mezzo forte, staccato, and legato (Expression)
- I can improvise rhythmic and melodic patterns on an instrument (Create, Arrange, Improve)
- I can demonstrate appropriate audience behavior for the style of music (Evaluate)
- I can identify various uses of music in communities and cultures (History and Culture)

VIEWING ELEMENTARY GRADE BOOK

After logging in to ParentVUE, click on Grade Book in the menu.



INTERNET SITES

Oregon Department of Education:

<http://www.ode.state.or.us/home/>

Hillsboro School District

<http://www.hsd.k12.or.us/>

Common Core State Initiatives

<http://www.corestandards.org/>

Smarter Balanced Assessment

<http://www.smarterbalanced.org/>

Hillsboro City Public Library

<http://www.hillsboro-oregon.gov/index.aspx?page=89>

The Grade Book Summary will display for the selected Semester. Click on any subject area in the Grade Book Summary.

Teacher	Subject Area
Eugene	Physical Education
Matthew	Mathematics

Assignment View shows assignment information for the selected subject. Change the dropdown to ALL for a quick way to see all assignments, especially any missing, late or incomplete assignments.

Semester 1 :: ALL

Teacher	Date	Assignment
---------	------	------------

Select Standards View. Standards View will display all the assessed clusters with the overall mark and the assignments mapped to those clusters. The clusters make up the different sections of the report card.

Standards View	Standards View
Vocabulary Acquisition / Adquisición de vocabulario	
Performing and Responding / Desempeñándose y respondiendo	
Geometry / Geometría	M
1-1 CFA	M
1-1B Path Area/Perimeter	M
Ratios and Proportional Relationships / Razones y relaciones proporcionales	M

Annotations: Cluster, Overall Cluster Mark, Assignments, Mark received for cluster on specific assignment