

GRADE LEVEL INDICATORS WRITTEN IN STUDENT LANGUAGE

English Language Arts: 4th Grade

Acquisition of Vocabulary

I can:

- use word clues to understand the meaning of words, sentences and paragraphs.
- use word clues to understand the meaning of words that sound the same.
- use word clues to understand words that have the same meaning.
- display an understanding of word opposites.
- understand the difference between connotation and denotation.
- recognize and use a simile (comparison of two like things).
- correctly use metaphors (equates two unlike things).
- determine word origins by the meaning of words and phrases.
- correctly identify and use prefixes (un-, dis-), root words (like, pay) and suffixes (-ly, -ing).
- use and spell abbreviations correctly (pt. means pint).
- use dictionaries and other resources to determine the meaning of words.

Reading Processes: Print Concepts and Comprehension and Self-Monitoring Strategies

I can:

- set a purpose for reading a selection.
- use words, text organization and plot to tell what will happen in a selection.
- determine the theme (underlying message or moral) of a selection.
- demonstrate knowledge of what information is important in a selection.
- draw conclusions and use details to support conclusions (to sum up information presented in a story).
- use diagrams and graphic organizers to explain information.
- use questions to demonstrate understanding of print, and technological and visual media.
- adjust speed of reading to match the difficulty of a selection.
- list questions to aid in the search for answers.
- set a purpose for choosing reading materials.
- read independently to enjoy, gain information and learn skills.

Reading Applications: Informational, Technical and Persuasive Text

I can:

- make predictions about text from captions, titles and pictures.
- state the main idea of a selection.
- list details that make the meaning of words or a selection clear.
- use sources of information to provide important details about a selection.
- draw conclusions about information in maps, charts, graphs and diagrams.
- list steps in following directions.
- tell the difference between fact and opinion.

Reading Applications: Literary Text

I can:

- identify who is telling the story.
- determine the main theme of a selection.
- name and explain literary forms such as poetry, fiction (make-believe), non-fiction (fact or real), drama (play), fable (made-up story), fantasy (imagination or daydream) and chapter books.
- explain the choice of words the author uses to make reading interesting.

- understand how and why the author uses idioms (an expression that can't be taken as it is said) and metaphors (describes one thing by comparing it to another) to make a selection more readable and enjoyable.

Writing Processes

I can:

- read and talk with others about information in printed material.
- write a topic sentence.
- tell what the author's purpose is for writing a selection.
- plan and organize information in a pre-writing activity.
- use words that describe an event in sentences of varying length.
- write a selection that clearly has a beginning, middle and end.
- write paragraphs that contain correct form and punctuation.
- write legibly (easy-to-read handwriting).
- use a computer to write a paper.
- write a paper that is clear and understandable.
- edit written material.
- use correct punctuation in written work.
- use dictionaries and thesauruses to gather words for written work.
- write a correctly written paper that can be shared with others.

Writing Applications

I can:

- write a paper that is organized by the way events happen.
- identify who is telling the story.
- use my own ideas to write and understand a story.
- write thank you notes and invitations.
- write a report that includes details and examples.
- write a poem.
- write a message for someone.
- write and keep a journal.

Writing Conventions

I can:

- write a paper in cursive handwriting.
- correctly spell commonly used words.
- correctly write and use verbs in a sentence.
- identify prefixes and suffixes.
- correctly use apostrophes and quotation marks.
- identify and use nouns (everyday words), pronouns (words that stand for something), conjunctions (connecting words), interjections (words that show excitement), adverbs (action words that end in -ly), prepositions (show relationships to other words in a sentence) and adjectives (words that describe something).

Research

I can:

- gather and list information about a topic or question.
- locate and collect information from many sources.
- make charts, tables and diagrams to explain information.
- report information in a visual, oral or written form.

Communication: Oral and Visual

I can:

- show listening skills by asking questions related to the topic.
- make eye contact when listening to and answering others.
- state the main idea and purpose of a presentation.
- give details about a presentation in the order that events happened.
- speak at a level that can be easily heard by the listeners.
- choose a subject that will interest listeners.
- use pictures, diagrams and charts to explain the presentation.
- use many sources to gather information and tell where information was gathered.
- include related personal experiences in the presentation.
- use correct grammar.

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Mathematics: 4th Grade

Number Sense and Operations

I can:

- write fractions and decimals in many ways.
- use place value to understand decimals and whole numbers.
- round whole numbers.
- identify factors and multiples of whole numbers.
- compare common fractions.
- use the associative and distributive properties.
- solve problems involving money and measurement.
- estimate the answers to problems.
- add and subtract decimals and fractions with like denominators.
- solve multi-step problems.
- use a variety of methods for solving problems (mental math, paper-pencil and calculators).
- add, subtract, multiply and divide whole numbers.

Measurement

I can:

- relate the number of units to the size of the measuring units.
- explain perimeter, area and volume.
- choose appropriate units to measure perimeter, area and volume.
- use physical models to find perimeter, area and volume.
- convert units within a measurement system (inches to feet).
- solve multi-step problems involving measurement.

Geometry and Spatial Sense

I can:

- demonstrate an understanding of intersecting, parallel and perpendicular lines.
- describe two- and three-dimensional objects.
- identify similarities and differences of quadrilaterals.
- identify and define different kinds of triangles.
- describe the basic units of geometry (points, lines, planes).
- find and plot ordered pairs on a grid.
- draw the results of transformations.
- use geometry to solve mathematics problems.

Patterns, Functions and Algebra

I can:

- use models and words to describe and analyze problems.
- make a table of numbers to solve problems.
- describe patterns with rules and variables.
- write equations and inequalities.
- describe how a change in one variable affects the value of other numbers.

Data Analysis and Probability

I can:

- ❑ create a plan to collect data.
- ❑ display data in tables and graphs.
- ❑ construct a Venn diagram to sort and interpret data.
- ❑ compare and interpret the meaning of different displays of data.
- ❑ make decisions based on data found in tables, charts and graphs.
- ❑ describe the characteristics of data such as range, clumps and holes.
- ❑ identify the range, median and mode of data and use it to make comparisons.
- ❑ conduct probability experiments and draw conclusions from the results.
- ❑ represent the likelihood of possible outcomes of random situations.
- ❑ describe the concepts of impossible and certainty in events.
- ❑ place events in order of likelihood.
- ❑ list and count all possible combinations given several sets of outcomes.

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Science: 4th Grade

Earth Science

I can:

- explain that air around us takes up space, moves around us as wind and may be measured using barometric (air) pressure.
- identify how water exists in the air in different forms (clouds, fog, rain, snow).
- investigate how water changes from a solid (ice) to a liquid to a gas.
- describe weather by readings on temperature, wind direction, wind speed, precipitation and barometric (air) pressure.

Life Science

I can:

- compare the life cycles of different plants through early life, growth, reproduction and death.
- explain how plants use specific structures (growth, survival, reproduction).
- classify common plants according to their characteristics (leaves, flowers).
- explore fossils and give evidence about the plants and their environment long ago.
- describe how organisms interact with one another in various ways.

Physical Science

I can:

- identify matter through physical change such as cooling and heating.
- identify simple chemical change and describe the change.
- categorize objects by properties from which they are made.
- explain that matter has different states and physical properties.
- compare how rubbing an object and bending metal change the temperature of an object.

Scientific Inquiry

I can:

- select the appropriate and best tools and use safety procedures to measure and record length, weight, volume, and area in metric and U.S. units.
- examine a series of events and / or simple natural cycles, describe the patterns, and infer what will happen next.
- design and carry out safe, simple investigations or experiments to answer questions.
- explain the importance of keeping conditions the same in an experiment.
- describe how comparisons between experiments may not be fair when conditions are different.
- describe my experiment so well that others can understand and repeat the investigation / experiment.

Scientific Ways of Knowing

I can:

- tell the difference between fact and opinion and explain that scientists rely on information that is backed by evidence.
- record the results and data from an investigation and make an explanation.
- explain differences in an investigation using evidence to support findings.
- explain why record-keeping during an investigation is important.
- give a reasonable explanation based on the information I got from my experiment.

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Social Studies: 4th Grade

History

I can:

- make time lines to show important events and find relationships in Ohio history.
- describe the earliest settlements in Ohio.
- explain the causes and effects of the frontier wars of the 1790s.
- explain how Ohio became a state.
- explain how canals and railroads changed settlement patterns and Ohio's economic and political status.
- explain the importance of inventors like the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

People in Societies

I can:

- describe the traditions and products of different groups who settled in Ohio.
- summarize how European settlement growth affected American Indians in Ohio.
- explain and evaluate why people came to Ohio.

Geography

I can:

- use a linear scale to measure the distance between places on a map.
- use cardinal and intermediate directions to describe the location of places.
- describe the location of Ohio in comparison to other states and countries.
- use maps to identify the location of features in Ohio.
- describe and compare landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.
- identify manufacturing, agricultural, mining and forestry regions in Ohio.
- explain how resources, transportation and location developed Ohio's cities and industries.
- identify how environmental processes and characteristics influenced Ohio's settlement and activity
- identify ways people affect the physical environment of Ohio.
- use elevation, natural resources and road maps to answer questions about patterns of settlement, economic activity and movement.

Economics

I can:

- identify the resources needed to produce goods or services.
- suggest opportunity costs for the resources involved.
- explain how Ohio's resources promote specialization in producing goods and services and lead to trade.
- explain how businesses work and how they make money by taking risks.
- explain ways people get and use money.
- explain why people in Ohio specialize in what they make and trade with others.
- explain why jobs in Ohio depend on other countries and vice versa.

Government

I can:

- ❑ explain the major responsibilities of Ohio's three branches of government.
- ❑ explain why elections are used to select leaders and decide issues.
- ❑ explain the purpose of a democratic constitution and that the Ohio Constitution tells how state government is organized and how it guarantees the rights of others.

Citizenship Rights and Responsibilities

I can:

- ❑ describe ways citizens can promote common good and influence government.
- ❑ explain why personal and civic responsibilities are important and the importance of leadership and public service.
- ❑ explain why characteristics like respect for others, fairness, reliability, honesty, wisdom and courage are desirable qualities in leaders.

Social Studies Skills and Methods

I can:

- ❑ obtain information about state issues from a variety of sources, and determine the relevance of information to a research topic.
- ❑ use a glossary and index to locate information.
- ❑ use primary and secondary sources to answer questions about Ohio history.
- ❑ describe how archaeologists and historians study and interpret the past.
- ❑ identify main ideas and supporting details from factual information.
- ❑ distinguish between fact and opinion.
- ❑ read and interpret pictographs, bar graphs, line graphs and tables.
- ❑ formulate questions to focus research.
- ❑ communicate information in a written report including acknowledging sources.
- ❑ identify a problem, gather information for options, advantages and disadvantages, solve the problem, and decide if it works.