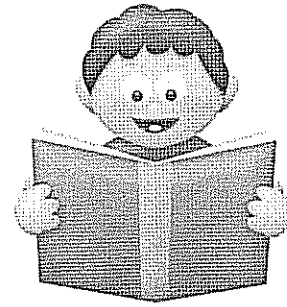


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4th Grade Reading



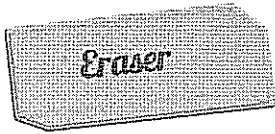
I Can Read and Understand Fourth Grade Fiction RL.4.10

- I can explain a story by referring to details and examples in the text. RL.4.1
- I can make conclusions about an author's meaning by thinking about the details and examples in the text (drawing conclusions). RL.4.1
- I can figure out the theme of a piece of fiction by thinking about the details in the text. RL.4.2
- I can summarize a piece of fiction in my own words. RL.4.2
- I can use specific details in a story to help me describe a character, setting or event in the story. RL.4.3
- I can figure out the meanings of words and phrases an author uses. RL.4.4
- I can understand words that may be derived from characters found in mythology (e.g., *Herculean*). RL.4.4
- I can write and talk about the differences between poems, plays and fictional stories. RL.4.5
- I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction. RL.4.5
- I can compare and contrast different stories by thinking about the different points of view. RL.4.6
- I can tell the difference between first- and third- person narrators. RL.4.6

- I can make connections between a written text and a dramatic interpretation of the same text. RL.4.7
- I can compare and contrast similar themes and events in stories, myths and traditional literature from different cultures. RL.4.9

I Can Read and Understand Fourth Grade Nonfiction RI.4.10

- I can explain what a piece of nonfiction teaches me by referring to details and examples in the text. RI.4.1
- I can figure out the main idea in nonfiction by thinking about the details in the text. RI.4.2
- I can summarize a piece of nonfiction in my own words. RI.4.2
- I can explain why and how events, procedures, ideas or concepts in historical, scientific or technical texts happened by using the information presented. RI.4.3
- I can understand the meanings of words and phrases in fourth grade science and social studies texts. RI.4.4
- I can describe how various forms of nonfiction are structured (e.g., time order, comparison, cause & effect or problem & solution). RI.4.5
- I can compare and contrast a firsthand and secondhand account of the same event or topic. RI.4.6
- I can interpret and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to understand nonfiction. RI.4.7
- I can explain how an author uses reasons and evidence to support particular points in a text. RI.4.8
- I can use information from two different texts on the same topic to help me write or speak knowledgeably about the topic. RI.4.9



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4th Grade Writing

I Can Write Different Types of Writing

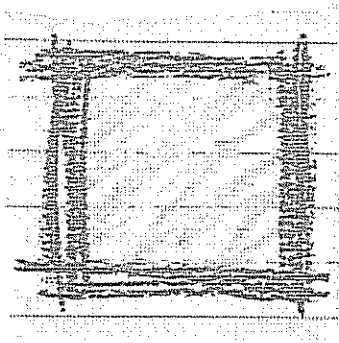
- I can use my point of view with reasons to share my opinion. W.4.1
- I can clearly write to inform and to explain my ideas. W.4.2
- I can write stories using a clear sequence of events and descriptive details. W.4.3

I Can Make My Writing Better

- I can produce clear, developed and organized writing. W.4.4
- I can write for different purposes, audiences and topics. W.4.4
- I can plan, revise and edit my writing with the help of peers and adults. W.4.5
- I can use technology to create pieces of writing and to interact and share ideas with others. W.4.6
- I can use appropriate keyboarding skills to type one page of my writing at a time, in a single sitting. W.4.6

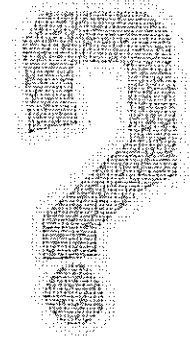
I Can Use Research to Help My Writing

- I can conduct short research projects to help me learn about topics. W.4.7
- I can research and use what I have experienced to gather information. W.4.8
- I can take notes to help me organize the research in my writing. W.4.8
- I can provide a list of sources that I used for gathering information. W.4.8
- I can gather evidence from all my reading to support my writing. W.4.9
- I can write on a regular basis with stamina for different tasks, purposes, and audiences. W.4.10



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4th Grade Language



I Can Use What I Know About Grammar When I Write and Speak

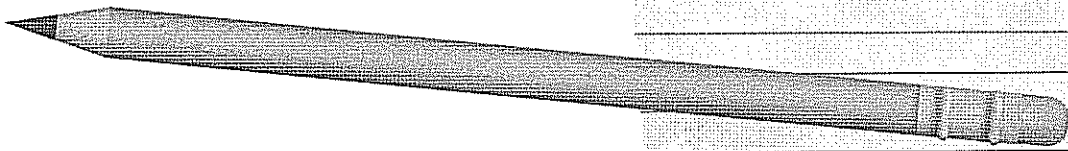
- I can use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*) correctly when I speak or write. L.4.1
- I can correctly write and use progressive verb tenses (*e.g., I was talking, I am talking, I will be talking*). L.4.1
- I can use auxiliary words to show different conditions (*e.g., can, may, must*). L.4.1
- I can correctly order adjectives within sentences according to conventional standard English. L.4.1
- I can correctly write and use prepositional phrases. L.4.1
- I can write complete sentences. L.4.1
- I can recognize inappropriate sentence fragments and run on sentences. L.4.1
- I can correctly use frequently confused words (*e.g., to, too, two; their & there*). L.4.1
- I can correctly use capitalization in all of my writing. L.4.2
- I can use commas and quotation marks appropriately in dialogue. L.4.2
- I can correctly use a comma and conjunction when connecting two simple sentences. L.4.2
- I can use an appropriate reference to help me spell fourth grade words. L.4.2

I Can Use What I Know About Language in Different Situations

- I can choose interesting words and phrases to help others understand my ideas better. L.4.3
- I can choose various punctuation to help me convey different moods L.4.3
- I can figure out when I need to use formal speech and when I can use informal speech. L.4.3

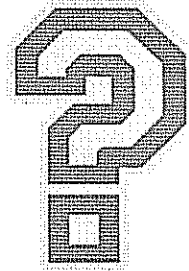
I Can Figure Out What Words Mean and Use Them in Different Situations

- I can determine the meanings of unknown multiple-meaning words by using context clues. L.4.4
- I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. L.4.4
- I can use print and computer dictionaries to help me find the pronunciations and clarify meanings of new words or phrases. L.4.4
- I can understand figurative language, word relationships and small shades of differences in word meanings. L.4.5
- I can explain the meaning of simple similes and metaphors in context. L.4.5
- I can recognize and explain the meaning of common idioms, adages and proverbs. L.4.5
- I can understand words by relating them to their antonyms and synonyms. L.4.5
- I can figure out and use fourth grade words that show specific actions, emotions or states of being. L.4.6
- I can figure out and use fourth grade words that are centered around a specific topic. L.4.6



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4th Grade Speaking & Listening



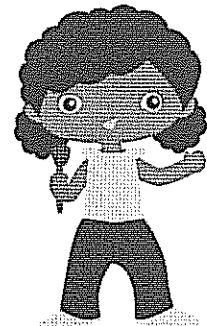
I Can Understand and Talk About What I Hear

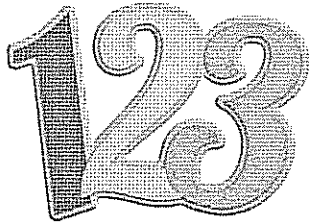
- I can effectively participate in different types of discussions and with different people. SL.4.1
- I can build on others' ideas and express my own ideas clearly. SL.4.1
- I can come to discussions prepared to participate because I have studied appropriate materials. SL.4.1
- I can use my preparation to explore new ideas about a topic during a discussion. SL.4.1
- I can follow agreed-upon rules for discussion and carry out my assigned role. SL.4.1
- I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks. SL.4.1
- I can think about what is discussed and explain any new thinking that I have. SL.4.1
- I can paraphrase text read aloud or information presented to me. SL.4.2
- I can identify the reasons a speaker gives to support his/her points. SL.4.3

I Can Share What I Know



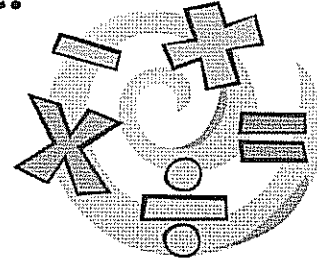
- I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea. SL.4.4
- I can speak clearly and at an understandable pace. SL.4.4
- I can create engaging audio recordings or visual displays to help me show main ideas or themes when necessary. SL.4.5
- I can figure out when to use standard formal English and when I can use informal English. SL.4.6





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4th Grade Math



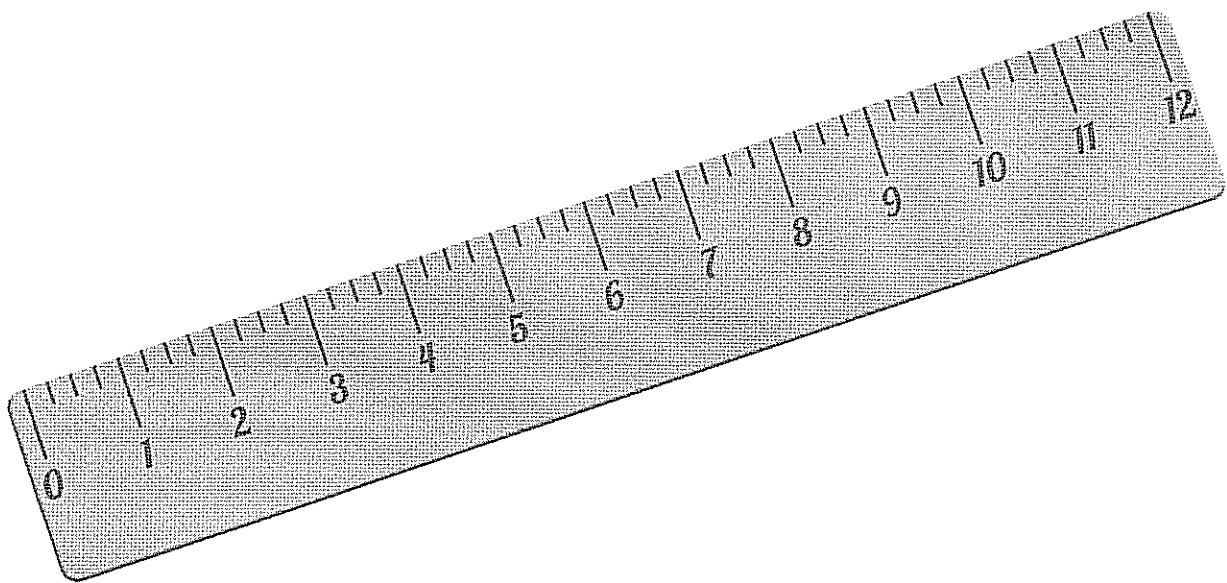
I Can Use the Four Operations (+, -, x, ÷) to Help Me Understand Math

- I can understand that multiplication fact problems can be seen as comparisons of groups (e.g., $24 = 4 \times 6$ can be thought of as 4 groups of 6 or 6 groups of 4). 4.OA.1
- I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number. 4.OA.2
- I can use what I know about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers. 4.OA.3
- I can represent word problems by using equations with a letter standing for the unknown number. 4.OA.3
- I can determine how reasonable my answers to word problems are by using estimation, mental math and rounding. 4.OA.3
- I can find all factor pairs for a number from 1 to 100. 4.OA.4
- I can determine whether a given whole number up to 100 is a prime or composite number. 4.OA.4
- I can create a number or shape pattern that follows a given rule. 4.OA.5
- I can notice different features of a pattern once it is created by a rule. 4.OA.5



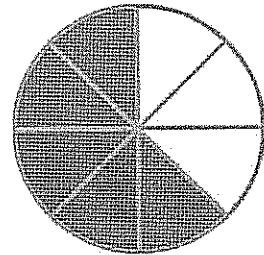
I Can Use Number Sense and Place Value to Help Me Understand Math

- I can recognize that in multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.1
- I can read and write larger whole numbers using numerals, words and in expanded form. 4.NBT.2
- I can compare two large numbers using symbols to show the comparison. 4.NBT.2
- I can round large whole numbers to any place. 4.NBT.3
- I can add and subtract large numbers. 4.NBT.4
- I can multiply a whole number up to four digits by a one-digit whole number. 4.NBT.5
- I can multiply two two-digit numbers. 4.NBT.5
- I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. 4.NBT.6

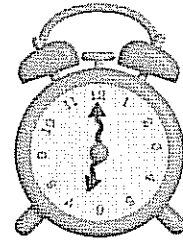


I Can Use Fractions to Help Me Understand Math

- 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. 4.NF.1
- I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half. 4.NF.2
- I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. 4.NF.2
- I can compare fractions using symbols and justify the comparison by using models. 4.NF.2
- I can understand that improper fractions have a greater numerator than denominator. 4.NF.3
- I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3
- I can decompose a fraction into a sum of fractions with the same denominator. 4.NF.3
- I can add and subtract mixed numbers with like denominators. 4.NF.3
- I can solve word problems involving addition and subtraction of fractions with like denominators. 4.NF.3
- I can multiply a fraction by a whole number. 4.NF.4
- I can solve word problems involving multiplication of a fraction by a whole number. 4.NF.4
- 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. 4.NF.5
- I can use decimals to show fractions with denominators of 10 and 100. 4.NF.6
- I can compare two decimals to hundredths by reasoning about their size. 4.NF.7

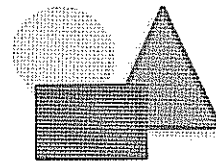


Measurement and Data to Help Me Understand Math



- I can show that I know the relative size of measurement units within a single system. 4.MD.1
- I can show the measurements of a larger unit in terms of smaller units and record these in a table. 4.MD.1
- I can use the four operations (+, -, \times , \div) to solve word problems involving measurement; including simple fractions and decimals. 4.MD.2
- I can use what I know about area and perimeter to solve real world problems involving rectangles. 4.MD.3
- I can make a line plot to show measurements involving fractions. 4.MD.4
- I can solve problems involving addition and subtraction of fractions by using information presented in line plots. 4.MD.4
- I can recognize angles as geometric shapes where two rays share a common endpoint. 4.MD.5
- I can understand that angles are measured with reference to a circle, with its center at the common endpoint of the rays. 4.MD.5
- I can use a protractor to measure angles in whole-number degrees. 4.MD.6
- I can solve addition and subtraction problems involving angles. 4.MD.7

I Can Use Geometry to Help Me Understand Math



- I can identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines. 4.G.1
- I can classify two-dimensional shapes based on what I know about their geometrical attributes. 4.G.2
- I can recognize and identify right triangles. 4.G.2
- I can recognize and draw lines of symmetry. 4.G.3



4th Grade Social Studies Essential Standards



Geography

- 4.1.1 I can explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
- 4.1.2 I can distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
- 4.1.3 I can identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.

Early California

- 4.2.3 I can describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians.
- 4.2.6 I can discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
- 4.2.8 I can discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the ranch economy.

Growth and Development

- 4.3.2 I can compare how and why people traveled to California and the routes they traveled.
- 4.3.3 I can analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.
- 4.3.5 I can discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

California Today and Tomorrow

- 4.4.3 I can discuss immigration and migration to California between 1850 and 1900.
- 4.4.6 I can describe the development and locations of new industries since the turn of the century.

Site-Wide resources

WWE » swresources » Resources » 4th Grade California State Science Content Standards highlighted for water and water related content

California State Science Content Standards for 4th Grade

California Science Content Standards highlighted for water and water related content matter.

Grade Four

Physical Sciences

1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
 - a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
 - b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
 - c. *Students know* electric currents produce magnetic fields and know how to build a simple electromagnet.
 - d. *Students know* the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
 - e. *Students know* electrically charged objects attract or repel each other.
 - f. *Students know* that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
 - g. *Students know* electrical energy can be converted to heat, light, and motion.

Life Sciences

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
 - a. *Students know* plants are the primary source of matter and energy entering most food chains.
 - b. *Students know* producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
 - c. *Students know* decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- a. *Students know* ecosystems can be characterized by their living and nonliving components.
- b. *Students know* that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- c. *Students know* many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
- d. *Students know* that most microorganisms do not cause disease and that many are beneficial.

Earth Sciences

4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
 - a. *Students know* how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle):
 - b. *Students know* how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.
5. Waves, wind, water, and ice shape and reshape Earth's land surface . As a basis for understanding this concept:
 - a. *Students know* some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
 - b. *Students know* natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
 - c. *Students know* moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
 - b. Measure and estimate the weight, length, or volume of objects.
 - c. Formulate and justify predictions based on cause-and-effect relationships.
 - d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
 - e. Construct and interpret graphs from measurements.
 - f. Follow a set of written instructions for a scientific investigation.

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