

# Fourth Grade, Quarter 1 “I Can” Statements

## English Language Arts

### English Language Arts Standards » Reading: Literature » Grade 4

#### Key Ideas and Details

##### RL 4.3

- I can describe a character’s thoughts, words and actions drawing on specific details from the text.
- I can find specific details from the text to describe the setting in depth.
- I can find specific details from the text to describe the events in depth.

### English Language Arts Standards » Reading Informational Text» Grade 4

#### Key ideas and Details

##### RI 4.3

- I can explain why the:
  - events
  - procedures
  - ideas
  - concepts in an informational text occurred.
- I can use specific information in the text to support explanation.

#### Craft and Structure

##### RI 4.4

- I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.

#### Integration of Knowledge and Ideas

##### RI 4.6

- I can compare the accounts of the event or topic.
- I can contrast the accounts of the event or topic.
- I can describe how the focus and information provided is different in each account.

#### RI 4.7

- I can explain information from:
  - diagrams
  - timelines
- I can interpret information that is presented visually, orally, and quantitatively in text.
- I can explain how information presented visually, orally, and quantitatively adds to a better understanding of the text or on the Web.

#### **Writing: Text Types and Purposes**

##### W 4.3

- I can write a narrative to develop real or imagined experiences that establishes a situation, a narrator or character(s).
- I can write a narrative to develop real or imagined experiences that uses dialogue, descriptions, concrete and sensory details to develop experiences, events and reveal characters.
- I can write a narrative to develop real or imagined experiences that use transitional words and phrases. I can write a narrative to develop real or imagined experiences that provides a conclusion.

#### **Production and Distribution of Writing**

##### W 4.5

- With guidance and support from peers and adults, I can develop and strengthen writing by planning, revising, editing, rewriting and trying a new approach.

#### **Conventions of Standard English**

##### L 4.1d

- I can put adjectives in the correct order in a sentence.

##### L 4.1e

- I can write a sentence using a prepositional phrase.

##### L 4.1f

- I can write a complete sentence.

##### L 4.2a

- I can use correct capitalization.

L 4.2b

- I can use commas and quotation marks to mark direct speech and quotations from a text.

L 4.2d

- I can spell grade appropriate words correctly, using references as needed.

### **Knowledge of Language**

L 4.3a

- I can choose appropriate words and phrases to explain my thoughts.

L 4.3 b

- I can use punctuation for effect.

L 4.3c

- I can explain the meanings of words by identifying their antonyms.
- I can explain the meanings of words by identifying their synonyms.

### **Comprehension and Collaboration**

SL 4.1

- I can state the agreed upon rules for discussion.
- I can carry out my assigned role.
- I can ask questions and make comments relevant to the discussion.
- I can recall key ideas from the discussion.

SL 4.2

- I can tell portions of the text in my own words.

SL 4.4

- I can speak clearly at an understandable pace.
- I can report on a topic or text.
- I can tell a story.
- I can retell an experience in order with appropriate facts and details that explain the main ideas or themes.

# Math

## Quarter 1

### Number and Operations in Base Ten

#### 4.NBT. 1

- 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. *For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division and  $70 \times 10 = 700$ .*

#### 4.NBT. 2

- I can read multi-digit whole numbers using base-ten numerals, number names, and expanded form.
- I can write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
- I can compare two multi-digit whole numbers according to their place value.
- I can record the results of comparisons using  $<$ ,  $>$ ,  $=$  symbols.

#### 4.NBT. 3

- I can use my understanding of place value to round multi-digit numbers to any place. Use place value understanding and properties of operations to perform multi-digit arithmetic.

#### 4.NBT. 4

- I can fluently add and subtract multi-digit whole numbers using the standard algorithm.

#### 4.NBT. 5

- I can multiply a whole number (up to four digits) by a one-digit whole number.
- I can multiply two 2-digit numbers.
- I can illustrate and explain calculations using equations, rectangular arrays and/or area models.

### Operations and Algebraic Thinking

#### 4.OA. 1

- I can interpret multiplication equations as a comparison. (Example:  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5)
- I can represent multiplicative comparisons with equations.

#### 4.OA.2

- I can multiply or divide to solve word problems involving multiplicative comparisons.
- I can use drawings and equations to represent the problem with a symbol for the unknown number.
- I can determine the difference between additive comparisons and multiplicative comparisons.

**4.OA. 3**

- I can solve multi-step word problems using the four operations.
- I can interpret remainders.
- I can represent multi-step word problems using equations with a letter standing for the unknown quantity.
- I can use mental computation and estimation strategies, including rounding, to check for reasonableness of solutions.

**4.OA. 3**

- I can solve multi-step word problems using the four operations.
- I can interpret remainders.
- I can represent multi-step word problems using equations with a letter standing for the unknown quantity.
- I can use mental computation and estimation strategies, including rounding, to check for reasonableness of solutions.

# Science

## Science - Quarter 1

1. I can relate plant structures to their specific functions.
2. I can demonstrate an understanding of plant life cycle.
3. I can apply the design process to set up fair experiments and use correct tools to take measurements.
4. I can explain and give examples of how technology has changed or improved human life.

# Social Studies

## Social Studies-Quarter 1

### Geography

#### Content Statement 9

- I can use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

### History

#### Content Statement 1

- I can construct a timeline of significant events in Ohio and the United States
- I can analyze and explain cause and effect relationships among significant events.

#### Content Statement 2

- I can research and organize a variety of sources to reconstruct an historical event.
- I can examine various primary and secondary sources to distinguish fact from opinion and speculate about cause/effect relationships.

#### Content Statement 3

- I can explain interactions among prehistoric people resulted in both cooperation and conflict.
- I can explain interactions among historic American Indians and European Settlers resulted in both cooperation and conflict.
- I can explain interactions among immigrants resulted in both cooperation and conflict.
- I can explain interactions among immigrants to create new settlements in Ohio.

# Fourth Grade, Quarter 2 “I Can” Statements

## English Language Arts

### English Language Arts Standards » Reading: Literature » Grade 4 Key Ideas and Details

#### RL 4.1

- I can explain how details and examples from the text support making inferences.
- I can use details and examples from the text to support my inferences.

#### RL 4.2

- I can explain how details and examples from the text support making inferences.
- I can use details and examples from the text to support my inferences.

#### RL 4.3

- I can describe a character’s thoughts, words and actions drawing on specific details from the text.
- I can find specific details from the text to describe the setting in depth.
- I can find specific details from the text to describe the events in depth.

### Craft and Structure

#### RL 4.4

- I can describe a character’s thoughts, words and actions drawing on specific details from the text.
- I can find specific details from the text to describe the setting in depth.
- I can find specific details from the text to describe the events in depth.

#### RL 4.5

- I can describe a character’s thoughts, words and actions drawing on specific details from the text.
- I can find specific details from the text to describe the setting in depth.
- I can find specific details from the text to describe the events in depth.

## **Integration of Knowledge and Ideas**

RL 4.9

- I can compare and contrast two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.

## **English Language Arts Standards » Reading: Informational Text » Grade 4**

### **Key Ideas and Details**

RI 4.1

- I can explain what the text says using details and examples when identifying explicit information.
- I can explain what the text says using details and examples when drawing inferences.

RI 4.2

- I can determine the main idea of a text using key details.
- I can summarize the text using key details.

RI 4.3

- I can explain why the:
  - events
  - procedures
  - ideas
  - concepts in an informational text occurred.
- I can use specific information in the text to support explanation.

### **Craft and Structure**

RI 4.4

- I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.

## **Integration of Knowledge and Ideas**

RI 4.7

- I can explain information from:
  - Charts
  - diagrams
  - graphs

- o timelines
- o animations
- o interactive elements

- I can interpret information that is presented visually, orally, and quantitatively in text or in the Web.
- I can explain how information presented visually, orally, and quantitatively adds to a better understanding of the text or on the Web.

#### RI 4.8

- I can explain how an author uses reasons to support particular points in a text.
- I can explain how an author uses evidence to support particular points in a text.

### **Writing: Text Types and Purposes**

#### W 4.1

- I can create an opinion piece on topics or texts, supporting it with reasons and information.
- I can create an opinion piece that includes a clear Introduction of topic or text and a statement of opinion.
- I can create an opinion piece which includes a strong organizational structure in which related ideas are grouped to support the writer's purpose.
- I can create an opinion piece that includes reasons that are supported by facts and details.
- I can create an opinion piece that includes links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- I can create an opinion piece that includes a concluding statement or section related to the opinion presented.

### **Production and Distribution of Writing**

#### W 4.4

- I can produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose, and audience.

#### W 4.5

- With guidance and support from peers and adults, I can develop and strengthen writing by planning, revising, editing, rewriting and trying a new approach.

#### W 4.6

- With some guidance and support, I can use technology, including the Internet, to develop, revise, edit, and publish writing.
- With some guidance and support, I can use technology to communicate and collaborate with others.
- With some guidance and support, I can use keyboarding skills to type one page or more in a single sitting.

### **Conventions of Standard English**

#### L 4.1c.

- I can use modal auxiliaries (e.g., *can*, *may* *must*) to convey various conditions.

L 4.2a.

- I can use correct capitalization.

L4.2d.

- I can spell grade-appropriate words correctly, consulting references as needed.

L4.2g.

- I can correctly use frequently confused words (e.g., *to, too, two; there, their*).

### **Vocabulary Acquisition and Use**

L4.5b.

- I can recognize and explain the meaning of common idioms, adages, and proverbs.

L4.5c.

- I can demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L4.6.

- 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, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

# Math

## Math Quarter 2

### Operations and Algebraic Thinking

#### 4.OA. 3

- I can solve multi-step word problems using the four operations.
- I can interpret remainders.
- I can represent multi-step word problems using equations with a letter standing for the unknown quantity.
- I can use mental computation and estimation strategies, including rounding, to check for reasonableness of solutions.

#### 4.OA.4

- I can find all factor pairs for a whole number from 1 – 100.
- I can recognize that a product is a multiple of each of its factors.
- I can determine whether a given number is a multiple of a given one-digit number.
- I can determine whether a given whole number is prime or composite.

#### 4.OA.5

- I can generate a number or shape patterns that follows a given rule.
- I can identify additional features of the patterns that are not the stated rule.

### Number and Operations in Base Ten

#### 4.NBT. 5

- I can multiply a whole number (up to four digits) by a one-digit whole number.
- I can multiply two 2-digit numbers.
- I can illustrate and explain calculations using equations, rectangular arrays and/or area models.

#### 4.NBT. 6

- I can divide whole number dividends (up to four digits) by a one-digit divisor to find quotients and remainders.
- I can illustrate and explain calculations using equations, rectangular arrays and/or area models.

# Science

## Science-Quarter 2

### **Earth and Space Science-Earth's Surface**

1. I can describe and explain the water cycle and its influence on weather patterns
2. I can apply the design process to set up fair experiments and use correct tools to take measurements.
3. I can explain and give examples of how technology has changed or improved human life.

# Social Studies

## Social Studies-Quarter 2

### History

#### Content Statement #1

I can construct a timeline of significant events in Ohio and the United States

I can analyze and explain cause and effect relationships among significant events.

#### Content Statement 4

- I can explain how foundational documents of America are related to why the colonists fought for their independence.
- I can explain why American colonists united to fight for independence from Great Britain.
- I can explain why American Colonists united to form a new nation.

#### Content Statement 5

- I can describe the guaranteed rights of the Northwest Ordinance.
  - freedom of religion
  - right to trial by jury
  - education was encouraged
  - Indians treated in good faith
  - slavery was banned in the Northwest Territory
- I can explain that political leaders in Ohio wrote Ohio's first constitution so Ohio could become a state.
- I can describe the steps for admitting states to the Northwest Territory.
  1. Congress would appoint a group of leaders to govern people in the territory.
  2. With a minimum population, the people of a part of the territory could elect political leaders to govern them.
  3. When the population of the district was large enough, it could be admitted as a state.
- I can explain that political leaders in Ohio wrote Ohio's first constitution so Ohio could become a state.
- I can explain how Ohio's Constitution was modeled after the U.S. Constitution.
- I can explain how some land from Northwest Territory was granted to Revolutionary War veterans as compensation for their service.
- I can explain the significance of the democratic ideals established by the Northwest Ordinance.
- I can explain how the Northwest Ordinance laid the foundations of democratic ideals in the states **that** formed from the Northwest Territory.

### **Content Statement 6**

- I can describe that the coalition of American Indians rejected the American's claim that the Treaty of Paris gave the U.S. title to Indian lands in the Ohio Valley.
- I can describe that tribal leaders such as Blue Jacket and Little Turtle fought to resist the flood of American settlers into the region.
- I can describe that after initial victories against the American army the coalition was defeated at the Battle of Fallen Timbers.
- I can describe how many tribes signed the Treaty of Greenville, giving up their claims to land in much of Ohio while others with British aid, continued the fight to defend their land.
- I can describe Tecumseh and his brother, the Prophet attempted to form a new Indian confederacy but they suffered a serious defeat at the battle of Tippecanoe, leaving the confederacy in a weakened state.
- I can describe how the United States declared war on Great Britain in June of 1812.
- I can describe how Fort Meigs was constructed along the Maumee River as a staging area for an invasion of British Canada. British troops and Indian warriors attacked the fort but were defeated.
- I can describe how Oliver Hazard Perry and American sailors defeated the British Navy at the Battle of Lake Erie (1813). This defeat meant the British could no longer provide American Indians with weapons to continue the fight.
- I can describe how even though the War of 1812 would not end until 1814. Indian resistance to the American settlement of Ohio ended with the Battle of Lake Erie.

### **Content Statement #7**

- I can describe how following the War of 1812, the nation quickly expanded, forcing the question of whether or not to allow the practice of slavery in the new territories.
- I can explain how under the terms of the Northwest Ordinance, Ohio was admitted to statehood as a free state.
- I can describe the Fugitive Slave Act of 1850 made it illegal to help slaves escape.
- I can explain while not all Ohioans were abolitionists, local antislavery newspapers planted seeds of the antislavery movement, growing Ohio into a strong center of opposition to slavery.
- I can describe how the Ohio Anti-Slavery Society employed lecturers to travel across the state, hoping they would convince Ohioans to join the abolitionist's movement.
- I can describe how Uncle Tom's Cabin was a popular novel based on runaway slaves the author had met in Cincinnati.
- I can explain how Ohio served as the northern "trunk line" of the Underground Railroad, a system of secret routes developed throughout Ohio with safe houses where slaves could be concealed during the day. (Escaped slaves typically traveled at night to their destinations.)
- I can explain how many cities in Ohio today have houses that were once used by fugitive slaves heading north along the Underground Railroad.

### **Government**

#### **Content Statement 20**

- I can explain how the U.S. Constitution provides a framework that limits the powers of the government and authority of elected officials.
- I can explain how the Ohio Constitution provides a framework that limits the powers of the government and authority of elected officials.

# Fourth Grade, Quarter 3 “I Can” Statements

## English Language Arts

### English Language Arts Standards » Reading: Literature » Grade 4

#### Key Ideas and Details

##### RL 4.1

- I can explain how details and examples from the text support making inferences.
- I can use details and examples from the text to support my inferences.

#### Craft and Structure

##### RL 4.4

- I can apply details of a text to determine the theme of a story, drama, and poem.
- I can summarize key ideas and details for the theme of a story, drama, and poem.

##### RL 4.3

- I can describe a character’s thoughts, words and actions drawing on specific details from the text.
- I can find specific details from the text to describe the setting in depth.
- I can find specific details from the text to describe the events in depth.

##### RL 4.4

- I can determine the meaning of words and phrases as they are used in a text
- I can determine the meaning of words and phrases in a text that allude to significant characters found in mythology.

##### RL 4.5

- I can explain the major differences between poems, drama, and prose and refer to the structural elements when speaking or writing about these kinds of text.

#### Integration of Knowledge and Ideas

##### RL 4.7

- I can connect the text of a story or drama to the text of a visual or oral presentation identifying the descriptions and direction in each version.

RL 4.9

- I can compare and contrast two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.

**English Language Arts Standards » Reading: Informational Text » Grade 4  
Key Ideas and Details**

**Key Ideas and Details**

RI 4.1

- I can explain what the text says using details and examples when identifying explicit information.
- I can explain what the text says using details and examples when drawing inferences.

RI 4.2

- I can determine the main idea of a text using key details.
- I can summarize the text using key details.

RI 4.3

- I can explain why the:
  - events
  - procedures
  - ideas
  - concepts in an informational text occurred.
- I can use specific information in the text to support explanation.

**Craft and Structure**

RI 4.4

- I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.

RI 4.5

- I can describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of:
  - events
  - ideas
  - concepts or
  - information in a text or part of a text.

## **Integration of Knowledge and Ideas**

### **RI 4.7**

- I can describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of:
  - events
  - ideas
  - concepts or
  - information in a text or part of a text.

### **RI 4.8**

- I can describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of:
  - events
  - ideas
  - concepts or
  - information in a text or part of a text.

## **Text Types and Purposes**

### **W 4.2**

- I can describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of:
  - events
  - ideas
  - concepts or
  - information in a text or part of a text.

## **Production and Distribution of Writing**

### **W 4.4**

- I can produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose, and audience.

### **W 4.6**

- With some guidance and support, I can use technology, including the Internet, to develop, revise, edit, and publish writing.
- With some guidance and support, I can use technology to communicate and collaborate with others.
- With some guidance and support, I can use keyboarding skills to type one page or more in a single sitting.

## **Conventions of Standard English**

### **L 4.1a.**

- I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L 4.2a.

- I can use correct capitalization.

L 4.2b.

- I can use commas and quotation marks to mark quotations from a text.

L 4.2c.

- I can use a comma before a coordinating conjunction in a compound sentence.

L 4.2d.

- I can spell grade-appropriate words correctly, consulting references as needed.

### **Vocabulary Acquisition and Use**

L 4.4b.

- I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

### **Comprehension and Collaboration**

SL 4.1

- I can engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL 4.2

- I can paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### **Presentation of Knowledge and Ideas**

SL4.5

- I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas of themes.

SL 4.6

- I can differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

# Math

## Math Quarter 3

### Number and Operations-Fractions

#### 4.NF.1

- I can make equivalent fractions.
- I can explain why one fraction is equivalent to another fraction when it is multiplied by one whole (e.g.,  $\frac{3}{3}$ ,  $\frac{5}{5}$ ).

#### 4.NF.2

- I can compare two fractions with different numerators and denominators.
- I can use strategies to find common denominators.
- I can compare two fractions by comparing them both to a benchmark fraction like  $\frac{1}{2}$ .
- I can recognize comparisons are valid only when the two fractions refer to the same whole.
- I can use the symbols  $<$ ,  $=$ ,  $>$  to record the results of comparisons.
- I can use a fraction model to prove the conclusions of my comparisons.

#### 4.NF.3a.

- I can use fractions models, I can reason that addition of fractions is joining parts that are referring to the same whole.
- I can use fraction models, I can reason that subtraction of fractions is separating parts that are referring to the same whole.

#### 4.NF.3b.

- I can represent and record a sum using fractions with the same denominator in more than one way. Examples:  $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ;  $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ;  $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$
- I can prove fraction sums using fraction models.

#### 4.NF.3c.

- I can add and subtract mixed numbers with like denominators.

#### 4.NF.3d

- I can solve word problems involving addition and subtraction of fractions using fraction models.
- I can solve word problems involving addition and subtraction of fractions using equations.

#### 4.NF.4a.

- I can apply multiplication of whole numbers to multiplication of a fraction by a whole number using visual fraction models. ( For example, just as students know that four 3's can be represented by  $4 \times 3$ , students know that five  $\frac{1}{4}$ 's is  $5 \times \frac{1}{4}$  which is  $\frac{5}{4}$ ).

**4.NF.4b.**

- I can understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$ .*

**4.NF.4c.**

- I can solve word problems involving multiplication of fractions using fraction models.
- I can solve word problems involving multiplication of fractions, using equations

**4.NF.5**

- I can express a fraction with 10 as a denominator as an equivalent fraction using 100 as the denominator.
- I can add two fractions with denominators of 10 and 100.

**4.NF.6**

- I can use decimal notation for fractions with denominators of 10 or 100.
- I can locate decimal numbers on a number line.

**4.NF.7**

- I can recognize comparisons are valid only when the two decimals refer to the same whole.
- I can use the symbols  $<$ ,  $=$ ,  $>$  to record the results of comparisons.
- I can use a decimal model to prove the conclusions of my comparisons.

**Measurement and Data****4.MD.2**

- I can use the four operations to solve word problems involving: distances, intervals of time, liquid volumes, masses of objects, money.
- I can use the four operations to solve word problems using simple fractions or decimals.
- I can use the four operations to solve word problems converting larger units to smaller units.
- I can represent measurements using diagrams (ex. number line)

# Science

## Science Quarter 3

### **Life Science**

1. I can explain the causes of changes in the earth's surface.
2. I can apply the design process to set up fair experiments and use correct tools to take measurements.
3. I can explain and give examples of how technology has changed or improved human life.

# Social Studies

## Social Studies-Quarter 3

### **Content Statement 18**

- I can solve problems in a way that promotes the common good as a citizen in the state and nation.
- I can explain the role of citizens to participate and influence their state and national governments.
  - voting
  - communicating with officials
  - participating in civic and service organizations
  - performing voluntary service
- I can describe the rights of citizenship including freedom of
  - religion
  - speech and press
  - right of petition
  - right of assembly
- I can explain the personal responsibilities of citizens such as taking advantage of the opportunity to be educated.
- I can explain citizens also have civic responsibilities including obeying the law and respecting the rights of others.
- I can explain the obligations of citizens to uphold the Ohio and US Constitution by
  - obeying laws
  - paying taxes
  - serving on juries
  - registering for selective service (men only)

### **Content Statement 18**

- I can explain how laws are established by governments to protect rights such as
  - Religion
  - speech
  - press
  - petition and assembly
- I can describe the benefits provided to citizens by laws such as
  - providing order in daily life (e.g., traffic laws)
  - protecting property (e.g., outlawing theft)
  - provided public education (eg., school laws)
  - protecting rights (e.g., freedom of speech).

- I can explain how laws assign responsibilities (obligations) to citizens like
  - paying taxes
  - serving on juries

**Content Statement 16**

- I can distinguish between fact and opinion.
- I can identify possible cause/effect relationships.
- I can identify main ideas and supporting details from factual information.
- I can read and interpret pictographs, bar graphs, line graphs, and tables.
- I can identify perspective and purpose.
- I can compare points of agreement and disagreement.

**Content Statement 17**

- I can describe a strategy for compromise such as taking turns, looking for common goals or principles, give and take.

**Content Statements 19**

- I can explain that citizens choose representatives and decide issues through the process of voting.
- I can explain that the U.S. Constitution protects the basic rights of citizens.
- I can identify the first amendment guaranteeing the freedoms of religion, speech, press, petition and assembly.

**Content Statement #21**

- I can explain the legislative branch passes laws.
- I can explain the executive branch carries out and enforces the laws.
- I can explain the judicial branch interprets and applies the laws.

**Content Statement #2**

- I can research and organize a variety of sources to reconstruct an historical event.
- I can examine various primary and secondary sources to distinguish fact from opinion and speculate about cause/effect relationships.

**Content Statement 8**

- I can explain how Ohio has influenced the development of the United States.
- I can explain how inventors from Ohio have contributed innovations that have benefitted the United States. Examples: the light bulb, phonograph, traffic light, gas mask, cash register, electric starter, ethyl gasoline, and airplane
- I can explain how these technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.

### **Content Statement #11**

- I can explain that regions developed based upon common physical environments.
- I can explain that regions developed based upon common economies.
- I can recognize that Ohio was considered part of the west during this time.
  - North:
    - Large cities, small cities and towns;
    - Trade centers;
    - Rocky and thin soil;
    - Manufacturing centers (shipbuilding), logging; and
    - Factories, ironworks, textiles, cottage industries.
  - South
    - Rural, with few large cities and towns;
    - Coastal marshes;
    - Plantation economy;
    - Tobacco, cotton and sugar cash crops;
    - Long growing season; and
    - Producers of raw materials for northern and British factories.
  - West (including Ohio)
    - Rural with growing cities and towns;
    - Inexpensive farmland;
    - Rich soil for farming; and
    - Producers of raw materials for northern and British factories (timber, minerals)

# Fourth Grade, Quarter 4 “I Can” Statements

## English Language Arts

### English Language Arts Standards » Reading: Literature » Grade 4

#### Key Ideas and Details

##### RL 4.1

- I can explain how details and examples from the text support making inferences.
- I can use details and examples from the text to support my inferences.

##### RL 4.2

- I can explain how details and examples from the text support making inferences.
- I can use details and examples from the text to support my inferences.

##### RL 4.3

- I can describe a character’s thoughts, words and actions drawing on specific details from the text.
- I can find specific details from the text to describe the setting in depth.
- I can find specific details from the text to describe the events in depth.

#### Craft and Structure

##### RL 4.4

- I can determine the meaning of words and phrases as they are used in a text
- I can determine the meaning of words and phrases in a text that allude to significant characters found in mythology.

##### RL 4.5

- I can explain the major differences between poems, drama, and prose and refer to the structural elements when speaking or writing about these kinds of text.

##### RL 4.6

- I can compare and contrast the point of view from which different stories are narrated (including first and third person narrations).

## **Integration of Knowledge and Ideas**

### RL 4.8

- I can connect the text of a story or drama to the text of a visual or oral presentation identifying the descriptions and direction in each version.

### RL 4.9

- I can compare and contrast two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.

## **English Language Arts Standards » Reading: Informational Text » Grade 4**

### **Key Ideas and Details**

#### RI 4.1

- I can explain what the text says using details and examples when identifying explicit information.
- I can explain what the text says using details and examples when drawing inferences.

#### RI 4.2

- I can determine the main idea of a text using key details.
- I can summarize the text using key details.

#### RI 4.3

- I can explain why the:
  - events
  - procedures
  - ideas
  - concepts in an informational text occurred.
- I can use specific information in the text to support explanation.

## **Craft and Structure**

### RI 4.4

- I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.

### RI 4.5

- I can describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of:
  - events
  - ideas
  - concepts or
  - information in a text or part of a text.

### RI 4.7

- I can explain information from:
  - charts
  - diagrams
  - graphs
  - timelines
  - animations
  - interactive elements
- I can interpret information that is presented visually, orally, and quantitatively in text or in the Web.
- I can explain how information presented visually, orally, and quantitatively adds to a better understanding of the text or on the Web.

### RI 4.8

- I can explain how an author uses reasons to support particular points in a text.
- I can explain how an author uses evidence to support particular points in a text.

### RI 4.9

- I can integrate information from two texts on same topic.

## **Text Types and Purposes**

### W 4.1

- I can create an opinion piece on topics or texts, supporting it with reasons and information.
- I can create an opinion piece that includes a clear Introduction of topic or text and a statement of opinion.

- I can create an opinion piece which includes a strong organizational structure in which related ideas are grouped to support the writer's purpose.
- I can create an opinion piece that includes reasons that are supported by facts and details.
- I can create an opinion piece that includes links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- I can create an opinion piece that includes a concluding statement or section related to the opinion presented.

### **Production and Distribution of Writing**

#### W 4.4

- I can produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose, and audience.

#### W 4.5

- With guidance and support from peers and adults, I can develop and strengthen writing by planning, revising, editing, rewriting and trying a new approach.

#### W 4.6

- With some guidance and support, I can use technology, including the Internet, to develop, revise, edit, and publish writing.
- With some guidance and support, I can use technology to communicate and collaborate with others.
- With some guidance and support, I can use keyboarding skills to type one page or more in a single sitting.

### **Research to Build and Present Knowledge**

#### W 4.7

- I can conduct short research projects.

#### W 4.8

- I can recall and gather relevant information from experience.
- I can take notes.
- I can provide a source list.
- I can gather relevant information from print and digital sources.
- I can categorize information.
- I can distinguish between relevant and irrelevant information.

#### W 4.9

- I can draw evidence from key ideas and details as support for research.
- I can analyze key ideas and details in a text as evidence for support understanding of text.
- I can reflect on key ideas and details in a text as evidence for support understanding of text.

## **Vocabulary Acquisition and Use**

L 4.5

- I can explain the meaning of simple similes and metaphors (e.g., as pretty as a picture in context).

## **Comprehension and Collaboration**

SL4.1.

- I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL4.3.

- I can Identify the reasons and evidence a speaker provides to support particular points.

# Math

## Math Quarter 4

### Operations and Algebraic Thinking

#### 4.OA.5

- I can generate a number or shape patterns that follows a given rule.
- I can identify additional features of the patterns that are not the stated rule.

### Geometry

#### 4.G.1

- I can draw point, lines, line segments, and rays.
- I can draw right, acute, and obtuse angles.
- I can draw perpendicular and parallel lines.
- I can identify point, lines, line segments, and rays in two-dimensional figures.
- I can identify right, acute, and obtuse angles in two-dimensional figures (including triangles).
- I can identify perpendicular and parallel lines in two-dimensional figures.

#### 4.G.2

- I can classify two-dimensional figures with or without parallel or perpendicular lines.
- I can classify two-dimensional figures according to the measure of their angles.
- I can recognize right triangles as a category.
- I can identify right triangles.

#### 4.G.3

- I can identify two-dimensional figures that have a line of symmetry (line-symmetric).
- I can draw lines of symmetry in two-dimensional figures.

### Measurement and Data

#### 4.MD.1

- I can recognize the relative size of measurement units ( km, m; kg, g; lb., oz.; L, mL; hrs., min., sec.)
- I can compare the different units within the same system of measurement (e.g., 1 ft. = 12in; 1 lb. = 16oz.)
- I can convert larger units of measurement within the same system to smaller units and record conversions in a two-column table.

#### 4.MD.2

- I can use the four operations to solve word problems involving: distances, intervals of time, liquid volumes, masses of objects, money.
- I can use the four operations to solve word problems using simple fractions or decimals.
- I can use the four operations to solve word problems converting larger units to smaller units.
- I can represent measurements using diagrams (ex. number line)

#### 4.MD.3

- I can apply the formula to find the perimeter of a rectangle.
- I can apply the formula to find the area of a rectangle.
- I can solve area and perimeter problems in which there is an unknown factor (n.).

#### 4.MD. 4

- I can make a line plot to show measurements using fractions.
- I can solve addition and subtraction of fraction problems using information presented in line plots.

#### 4.MD.5a; 4.MD.5b

- I can recognize angles are formed by two rays sharing the center of a circle as the endpoint, or anytime two rays share an endpoint.
- I can understand that angles are measured and written in degrees.
- I can measure angles based on the understanding that a circle can be broken into 360 equal units.

#### 4.MD.6

- I can measure angles using a protractor.
- I can draw angles of specific measure.

#### 4.MD.7

- I can add adjacent (non-overlapping) angles.
- I can solve addition and subtraction problems to find unknown angles. (e.g., by using an equation with a symbol for the unknown angle measure).

# Science

## **Science Quarter 4**

Physical Science-Electricity, Heat and Matter

1. I can identify the characteristics of simple physical and chemical changes
2. I can explain the characteristics of different states of matter
3. I can apply the design process to set up fair experiments and use correct tools to take measurements.
4. I can explain and give examples of how technology has changed or improved human life.

# Social Studies

## Social Studies Quarter 4

### Content Statement #12

- I can explain the positive and negative consequences to the environment of the construction of farms, towns, transportation systems and dams.
- I can explain the positive and negative consequences to the environment of using fertilizers, herbicides and pesticides.
- I can explain the positive and negative consequences to the environment of the destruction of wetlands and forests.
- I can describe the responsibilities of individual citizens to use resources in ways that are sustainable to future generations.

### Content Statement #13

- I can describe how Ohio's population grew slowly during the colonial period totaling 45,365 persons in 1800.
- I can describe that when Ohio became a state in 1803, settlers flocked to Ohio and the population quintupled to 230,760 by 1810.
- I can describe how in 1860, Ohio had 14 percent of its population foreign born, with the largest groups of immigrants coming from Germany, Ireland, and Britain.
- I can describe how industrialization altered demographic data for Ohio and the United States.
- I can describe how the 1900s brought increased immigration from eastern, central, and southern Europe (Spain, Italy, and Greece) especially to Ohio's largest cities.
  
- I can describe how in 2003, Blacks made up 12.7 percent of the nation's population, how according to the U.S. Census Bureau, Hispanics are now the fastest-growing minority group in the U.S., and how the Hispanic population is projected to nearly triple. Asians comprise the third largest minority group and the second fastest growing group and will increase from 5 percent of the U.S. population in 2008 to 9 percent in 2050.
- I can describe how by 2008, the three largest groups of immigrants to Ohio were from India, Mexico and China.
- I can describe how Ohio's population can increasingly reflect the cultural diversity of the nation.

### Content Statement #14

- I can explain why Ohio was a gateway to the West.
- I can explain how the Ohio River as the principle commercial artery for Ohio.
- I can explain how during the 19th century, canals, railroads, and roads were constructed to accommodate the needs of a westward-expanding nation.
- I can explain how Ohio continues to function as a major transportation hub for the nation. Ohio's extensive travel arteries (e.g., air, highway, rail, river) are vital to the national and international distribution of merchandise, influencing the movement of people, products and ideas.

- I can explain how Ohio is home to corporate offices for banks, insurance companies and retail stores.
- I can explain how people from around the world buy Ohio products and materials such as chemicals, rubber, agricultural products, trucks and stone.
- I can produce a project describing how transportation systems in Ohio continue to influence the movement of people, products and ideas in the United States, and the significance of Ohio's location in the U.S.

#### **Content Statement #23**

- I can explain that productive resources are the resources used to make goods and services.
- I can explain that an entrepreneur is an individual who organizes the use of productive resources to produce goods or services.
- I can explain how entrepreneurs are willing to take risks to identify and develop new products or start a new business.
- I can explain that entrepreneurs recognize opportunities to use productive resources to make a profit (benefit) and accept the challenges involved in competing with other producers in the marketplace.

#### **Content Statement #10**

- I can explain how Ohio's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States.
- I can explain how Ohio's forests provided the resources for building materials and paper.
- I can explain how Ohio farms, as well as the fisheries along Lake Erie, supplied food for a rapidly growing nation.
- I can explain how Ohio's coal powered the factories producing goods and the ships and trains that carried products to market during the late 19th and early 20th centuries. While a significant percentage of Ohio's corn was once used to feed the growing nation, a significant portion of corn and soybeans is now used in the production of bio-fuels, reflecting national fuel conservation efforts.
- I can explain how current economic challenges such as global competition influence basic industries in Ohio (e.g., automobile, rubber, steel, heavy equipment) and in the nation as a whole.
- I can explain how wind turbines are being constructed in Ohio as the nation moves toward alternative energy sources.
- I can explain how Ohio's waterways serve as a conduit for transportation and provide recreational opportunities.

#### **Content Statement #24**

- I can understand the advantage of saving a portion of my income to meet a short-term goal.
- I can understand that saving may involve a temporary sacrifice (trade-off).
- I can understand that people can save more of their income by reducing the amount of money they spend.

#### **Content Statement #22**

- I can explain that tables display information using a series of rows and columns with the resulting cells used to present data.
- I can explain charts portray information in various formats and combinations of formats including pictures, diagrams and graphs.
- I can interpret information (data) in tables and charts to help me understand information and issues as a consumer, producer, saver, investor and citizen.

# Art

## **Recognize Visual Art design in their artwork and others.**

- I can identify the common themes, subject matter and ideas expressed across arts disciplines.
- I can make connections between art forms and artists styles to their cultural traditions.

## **Understand art knowledge, vocabulary and skills.**

- I can use art vocabulary when describing art making processes.
- I can identify successful characteristics that contribute to the quality of artworks.

## **Express personal interpretations in their art through principle and elements of art.**

- I can identify specific criteria for discussing and assessing works of art.
- I can identify successful characteristics that contribute to the quality of artworks.

## **Use basic self-assessment strategies to improve their art.**

- I can apply problem solving skills from other subject areas to help solve artistic problems.
- I can learn to use feedback and self assess my artwork to make improvements in the quality of my work.

# Music

## Key Music Vocabulary

1CE: Classify instruments by the four families of the orchestra.

5CE: Identify and respond to basic music forms.

6CE: Identify elements of music developmentally appropriate vocabulary.

- I can classify visually, individual instruments into their orchestra family.
- I can classify aurally, individual instruments into their orchestra family.
- I can identify basic music forms.
- I can move and perform basic music forms.
- I can identify elements of music using developmentally appropriate vocabulary.

## Singing Voice and Pitch Patterns

1PR: Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.

2PR: Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.

7PR: Read, write and perform extended pentatonic melodies on the treble staff.

5PR: Improvise and compose short compositions using a variety of classroom instruments and sound sources.

- I can sing songs with a head voice, producing a clear sound and using breath support.
- I can sing songs matching pitch, with expressive qualities.
- I can sing song with the correct rhythm and beat.
- I can sing using appropriate posture.
- I can compose a short composition using extended pentatonic melodies
- I can improvise a short composition on the correct pitch, using my head voice.
- I can read pitch patterns using extended pentatonic notes and the treble staff.
- I can write pitch patterns using extended pentatonic notes in various locations on the treble staff.
- I can perform pitch patterns using extended pentatonic notes.

### **Playing Classroom Instruments**

3PR: Play a variety of classroom instruments with proper technique.

5PR: Improvise and compose short compositions using a variety of classroom instruments and sound sources.

- I can play a variety of classroom instruments.
- I can demonstrate proper technique.
- I can compose a short composition on the classroom instruments.
- I can improvise a short composition on the classroom instruments.

### **Steady Beat, Rhythm, and Meter**

5PR: Improvise and compose short compositions using a variety of classroom instruments and sound sources.

6PR: Read, write and perform using sixteenth through whole note values including syncopated rhythms in various meters.

- I can read various note values.
- I can compose rhythmic patterns using various note values, in the correct meter.
- I can perform rhythmic patterns to the steady beat, using various note values.
- I can improvise short compositions to the steady beat, in the correct meter.

# Physical Education

## **Demonstrates competency in a variety of motor skills and movement patterns.**

- 1.1 I can throw with accuracy.
- 1.2 I can strike with accuracy.
- 1.3 I can kick with accuracy.
- 1.4 I can jump in a short and long jump rope.
- 1.5 I can demonstrate many different jump rope skills.
- 1.6 I can sequence and control movements that require weight transfer and balance.
- 1.7 I can follow offensive and defensive strategies.
- 1.8 I can change and combine sports skills during game play.

## **Demonstrates and understands the principles, components and practices of health-related physical fitness.**

- 2.1 I can describe different levels of exercise intensity.
- 2.2 I can describe how food and activity benefit my overall health.
- 2.3 I can identify the purpose of fitness testing and can identify my strengths and weaknesses.
- 2.4 I can explain the differences in aerobic and anaerobic exercise.
- 2.5 I can describe the function of the cardiovascular system.
- 2.6 I can describe the function of the muscular system.
- 2.7 I can describe the function of the digestive system.
- 2.8 I can describe the function of the nervous system.

## **Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

- 3.1 I can set realistic goals to improve my fitness level.
- 3.2 I can identify the purpose of fitness testing.
- 3.3 I can identify exercises that match with my fitness goals.
- 3.4 I can explain the benefits of being physically active and eating healthy.

## **Exhibits responsible, personal and social behavior that respects self and others.**

- 4.1 I can demonstrate positive feedback.
- 4.2 I can explain how the use of positive or negative feedback affects others.
- 4.3 I can take responsibility for my actions in a physical activity setting.
- 4.4 I can play and cooperate with everyone.

