

SCIENCE

Inquiry and Design

Uses Inquiry Based Processes

- ⊙ I CAN distinguish between scientific fact and opinion.
- ⊙ I CAN ask questions about objects, organisms, and events.
- ⊙ I CAN demonstrate how to conduct a simple scientific investigation.
- ⊙ I CAN use simple equipment to gather data.
- ⊙ I CAN use data and evidence to make scientific explanations.
- ⊙ I CAN communicate scientific procedures and explanations to others.

Biology, Chemistry, Physical Science, Earth and Space Science

Understands Concepts

- ⊙ I CAN explain what a system is.
- ⊙ I CAN describe observable physical properties of matter.
- ⊙ I CAN identify the types and uses of Earth's resources.
- ⊙ I CAN describe Earth's different sources of water
- ⊙ I CAN describe changes in the form of water.



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SOCIAL STUDIES

Inquiry and Research

Applies Research Skills to Answer Content-Based Questions

- ⊙ I CAN independently locate and use various print and digital reference sources.

(These "I Can" targets are completed in partnership with the library curriculum.)

History, Civics and Government, Economics, Geography

Understands Concepts

- ⊙ I CAN use tools such as maps and various technologies to provide me with information about geography.
- ⊙ I CAN use geographic vocabulary to describe the regions of the United States.
- ⊙ I CAN illustrate how people perceive places and regions differently.
- ⊙ I CAN identify the criteria used to define a region.
- ⊙ I CAN identify and describe the differences between the New England and Mid-Atlantic regions.
- ⊙ I CAN identify and describe the characteristics of the Northeast Region and Pennsylvania.
- ⊙ I CAN explain the three branches of government and their functions.



Research tells us that when students know the expectations, they are more likely to achieve those goals.

GRADE 4 TRIMESTER 1 STANDARDS-BASED REPORT CARD "I CAN" STATEMENTS



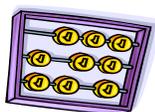
"I CAN" statements have been developed by teachers throughout the District to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these "I Can" statements as the grade level targets (⊙). Each of the "I Can" statements, or targets, correlates to descriptors found on your child's report card. To help you understand our standards-based report card and grade level targets, this brochure lists the cluster of the standards, the report card descriptor, and the "I Can" statements that correspond with the standards instructed each marking period. You will receive new targets for each marking period. If you have any questions about the "I Can" statements, please contact your child's teacher.

FOURTH GRADE—TRIMESTER 1 “I CAN” STATEMENTS



MATHEMATICS

- Ⓢ I CAN demonstrate place value understanding for multi-digit numbers.
- Ⓢ I CAN use place value understanding and properties of operations to add and subtract multi-digit numbers.
- Ⓢ I CAN use operations with whole numbers to solve multi-step word problems.
- Ⓢ I CAN use estimation strategies appropriately to solve problems.
- Ⓢ I CAN convert larger units of measurement to smaller units within the same system (kg to g, lb to oz)



READING

Phonics and Word Recognition

- Ⓢ I CAN use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.

Reading Independently

- Ⓢ I CAN read fourth grade text with purpose and understanding.
- Ⓢ I CAN understand what I read by self-correcting and rereading as necessary.
- Ⓢ I CAN share a summary of the texts I have read.

Comprehension

- Ⓢ I CAN summarize important events and details in the text.
- Ⓢ I CAN describe the important literary elements of a text.
- Ⓢ I CAN give a detailed description of the characters in a text.
- Ⓢ I CAN define theme.
- Ⓢ I CAN identify a theme of a text.
- Ⓢ I CAN refer to details and examples from a text to explain my thinking.

Comprehension (continued)

- Ⓢ I CAN determine the meaning of words and phrases I don't know as they are used in a grade 4 text.
- Ⓢ I CAN identify the difference between a first-person narrative and a third-person narrative.
- Ⓢ I CAN compare and contrast points of view in different stories.
- Ⓢ I CAN make connections between the text of a story and a visual element or presentation.



WRITING

- Ⓢ I CAN write a narrative piece appropriate for Grade 4.
- Ⓢ I CAN write a strong introduction that orients my reader.
- Ⓢ I CAN organize the story in a sequence that unfolds naturally.
- Ⓢ I CAN use sensory details and dialogue to develop the events in my story or show the response of characters to a situation.
- Ⓢ I CAN use transition words to help my story progress.
- Ⓢ I CAN write ideas and relevant details focused on my topic.
- Ⓢ I CAN write an ending that is clear.

Production and Distribution of Writing

- Ⓢ I CAN write ideas and relevant details focused on my topic.
- Ⓢ I CAN revise and strengthen ideas in my writing.
- Ⓢ I CAN revise and strengthen the organization in my writing.
- Ⓢ I CAN revise and strengthen the voice in my writing.
- Ⓢ I CAN edit my writing for conventions.

Research to Build and Present Knowledge

- Ⓢ I CAN develop a writing piece based on my experiences.
- Ⓢ I CAN develop a response to reading based on evidence in the text.

Conventions of Standard English

- Ⓢ I CAN use relative pronouns correctly.
- Ⓢ I CAN use progressive verb tenses correctly.
- Ⓢ I CAN use the words can, may and must to describe different conditions.
- Ⓢ I CAN use homophones correctly.
- Ⓢ I CAN correctly spell and use fourth grade words in my writing.
- Ⓢ I CAN use capital letters correctly.
- Ⓢ I CAN use and punctuate dialogue appropriately and correctly.

Knowledge and Language

- Ⓢ I CAN choose words and phrases to convey ideas with precision.
- Ⓢ I CAN choose punctuation for effect.

Vocabulary Acquisition and Use

- Ⓢ I CAN use context clues to clarify meanings of unknown words.
- Ⓢ I CAN use Greek and Latin affixes and roots to clarify meanings of unknown words.
- Ⓢ I CAN use reference materials (dictionaries, glossaries, thesauruses) to clarify meanings of unknown words.
- Ⓢ I CAN identify and use antonyms when writing or speaking about a topic.
- Ⓢ I CAN identify and use synonyms when writing and speaking about a topic.
- Ⓢ I CAN use strong verbs in my writing.
- Ⓢ I CAN use content specific vocabulary appropriately when writing and speaking about a topic.

