

SCIENCE

Inquiry and Design

- ⊙ 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.
- ⊙ I CAN identify what different models represent.
- ⊙ I CAN use models to make observations to explain how systems work.

Biology, Chemistry, Physical Science, Earth and Space Science

- ⊙ I CAN explain how an object's motion can be described by tracing and measuring its position over time.
- ⊙ I CAN demonstrate how the position and motion of objects can be changed by pushing or pulling.
- ⊙ I CAN explain one way that energy is transferred.
- ⊙ I CAN explain how energy and motion are connected.
- ⊙ I CAN identify the life processes of living things.
- ⊙ I CAN describe basic needs of animals.
- ⊙ I CAN describe how different parts of a living thing work together to provide what the organism needs.
- ⊙ I CAN describe the life cycles of different organisms.
- ⊙ I CAN identify and explain how adaptations help organisms survive.
- ⊙ I CAN describe what happens to a living thing when its habitat is changed.
- ⊙ I CAN describe and predict how changes in the environment can affect systems.
- ⊙ I CAN explain and predict how changes in seasons affect plants, animals or daily human life.

Boyertown Area School District

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SOCIAL STUDIES

Inquiry and Research (Completed in partnership with the library curriculum.)

Applies Research Skills to Answer Content-Based

Questions

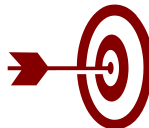
- ⊙ I CAN explain the importance of safe, legal, and responsible use of technology.

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 Mid-West and Mountain region of the United States.
- ⊙ I CAN illustrate how people perceive places and regions differently.
- ⊙ I CAN identify and describe the characteristics of the Mid-West and Mountain region of the United States.
- ⊙ I CAN describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.
- ⊙ I CAN describe and locate **places** and **regions** as defined by physical and **human features**.
- ⊙ I CAN identify the physical characteristics of **places** and **regions**.
- ⊙ I CAN identify the basic physical processes that affect the physical characteristics of **places** and **regions**.
- ⊙ I CAN identify the human characteristics of **places** and **regions** using the following criteria: population, culture, settlement, economic activities, and political activities.
- ⊙ I CAN identify the effect of the **physical systems** on people within a community.
- ⊙ I CAN identify the effect of people on the **physical systems** within a community.

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



GRADE 4 THIRD TRIMESTER 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. The "I Can" statements also correspond with the standards instructed each marking period. If you have any questions about the "I Can" statements, please contact your child's teacher.

FOURTH GRADE—THIRD TRIMESTER “I CAN” STATEMENTS

MATHEMATICS

- ☉ I CAN solve word problems involving all four operations.
- ☉ I CAN convert metric and standard units
- ☉ I CAN express a fraction with denominator of 10 or 100 as a decimal
- ☉ I CAN add two decimal fractions (denominators of 10 and 100).
- ☉ I CAN compare two decimals.
- ☉ I CAN measure and draw angles using a protractor.
- ☉ I CAN find missing angle measurements without using a protractor
- ☉ I CAN identify and draw points, lines, line segments, rays, angles.
- ☉ I CAN identify and draw intersecting, perpendicular and parallel lines.
- ☉ I CAN identify and draw lines of symmetry.
- ☉ I CAN classify shapes based on their attributes.



READING

Phonics and Word Recognition

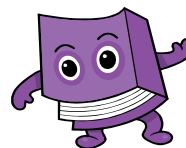
- ☉ I CAN use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.
- ☉ I CAN use Greek and Latin affixes and roots to clarify meanings of unknown words.

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 texts I have read.

Comprehension

- ☉ I CAN speak clearly and audibly while reporting on a topic or telling a story or experience in an organized manner.
- ☉ I CAN use details to support the main idea when summarizing text.
- ☉ I CAN explain how ideas, events, steps are connected.
- ☉ I CAN use specific information to explain what and why key events, ideas, procedures, events happened.
- ☉ I CAN summarize important events and details in text.
- ☉ I CAN identify and explain the literature's elements and how each plays an integral role in the text.
- ☉ I CAN describe a character based on their words, thoughts, actions and includes how characters change across a text.
- ☉ I CAN identify a theme in the text.
- ☉ I CAN support my thinking with details from across the text.
- ☉ I CAN provide some explanation of how details support my thinking.
- ☉ I CAN determine the meaning of words and phrases used in text, including figurative language.
- ☉ I CAN identify and understand the distinction between the major elements of a poem or drama.
- ☉ I CAN explain characteristics of a poem or drama when writing or speaking about the text
- ☉ I CAN understand that organizational structures are used to convey information.
- ☉ I CAN identify and describe the overall structure of a text.
- ☉ I CAN identify signal/key/transition words that indicate the structure of the text.
- ☉ I CAN explain how ideas, events, information, etc. connect or align with structure.
- ☉ I CAN compare and contrast the themes, topics, and patterns of events from two separate stories, myths, or traditional tales from different cultures.
- ☉ I CAN explain how an author uses reasons and evidence to support particular points in a text.
- ☉ I CAN find common information in two texts on the same topic.



WRITING

Text Types and Purposes

- ☉ I CAN write an informative piece to grade level standards.
- ☉ I CAN introduce a topic clearly
- ☉ I CAN group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- ☉ I CAN develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- ☉ I CAN link ideas within categories of information using words and phrases.
- ☉ I CAN use precise language and domain-specific vocabulary to inform about or explain the topic.
- ☉ I CAN write concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

- ☉ I CAN use the writing process to understand how to plan, revise, edit, and rewrite written work.
- ☉ I CAN use technology to produce and publish writing.

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.

