

Fourth Grade –Report Card Attachment  
First Quarter 2015-2016

READING LITERATURE
Key Ideas and Details
Explain/summarize a story by referring to <b>specific details and examples in the text to help describe the setting, characters and events</b> (4.RL.1-3)
Craft and Structure
Figure out <b>meaning of word &amp; phrases</b> an author uses; explain differences b/w poems, plays & fictional stories; <b>compare &amp; contrast</b> stories while thinking about point of view (4.RL.4-6)
Integration of Knowledge and Ideas
<b>Make connections</b> between written & visual/oral presentation of text; <b>compare and contrast</b> how authors write about similar themes and patterns in stories, myths & traditional literature (4.RL.7; 4.RL.9)
Phonics and Word Recognition
<b>Know and apply</b> what I have learned about letters, sounds and words in my reading and <b>read unfamiliar words</b> that have more than one syllable (4.RF.3)
Fluency
Read and <b>understand various fourth grade literature with accuracy</b> , at the right speed and <b>with expression</b> by the end of the year (4.RF.4)

READING INFORMATIONAL TEXT
Key Ideas and Details
Explain what informational text teaches and <b>draw inferences</b> by referring to details and examples; <b>explain how the main idea is supported by details</b> (4.RI.1; 4.RI.2)
Craft and Structure
<b>Understand meanings of words or phrases in science and social studies texts</b> ; describe the organization of events, ideas, concepts or information (4.RI.4; 4.RI.5)
Integration of Knowledge and Ideas
<b>Understand and use information from charts, graphs, diagrams</b> , etc. to help me explain understanding; explain how an author uses reasons and evidence to support text; use two texts to write or speak with knowledge on topic (4.RI.7; 4.RI.8; 4.RI.9)
Phonics and Word Recognition
Know and apply what I have learned about letters, sounds and words in my reading and <b>read unfamiliar words</b> that have more than one syllable (4.RF.3)
Fluency
<b>Read and understand various fourth grade informational text by the end of the year</b> (4.RF.4)

WRITING
Text Types and Purposes
<b>Clearly share an opinion</b> on topics or text and <b>provide reasons and information to support that opinion</b> (4.W.1-3)
Production and Distribution of Writing
<b>Produce clear and organized writing</b> ; plan, revise and edit with help of peers and adults; <b>use technology to create and publish my writing</b> (4.W.4-6)
Range of Writing
Write for short or longer periods of time depending on purpose, audience and topic (4.W.10)

SPEAKING AND LISTENING
Comprehension and Collaboration
<b>Participate in different types of discussions; paraphrase text; identify reasons or evidence</b> (4.SL.1-3)
Presentation of Knowledge and Ideas
<b>Report on a topic or tell a story; create engaging audio or visual displays</b> ; know when to use formal or informal English (4.SL.4-6)

LANGUAGE
Conventions
<b>Conventions of Standard English: Use correct words when speaking/writing</b> (4.L.1; 4.L.2)
Knowledge of Language
<b>Write, speak, read and listen using the English language</b> (4.L.3)
Vocabulary Acquisition and Usage
<b>Determine meanings of words; understand figurative language and use vocabulary to show specific actions, emotions or states of being</b> (4.L.4-6)

**Bold** = Focus for the quarter (high leverage standards)

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<b>MATHEMATICS</b>
Operations and Algebraic Thinking
<b>Use the four operations with whole numbers to solve problems (4.OA.3)</b>
<b>Gain familiarity with factors and multiples; Identify prime and composite numbers up to 100 (4.OA.4)</b>
<b>Generalize and analyze patterns (4.OA.5)</b>
Number and Operations in Base Ten
<b>Generalize place value understanding for multi-digit whole numbers (4.NBT.2-3)</b>
<b>Use place value understanding and properties of operations to perform multi-digit arithmetic (4.NBT.4-5)</b>
Number and Operations: Fractions
<b>Extend understanding of fraction equivalence and ordering (4.NF.1-2)</b>
Measurement and Data
<b>Solve problems involving time and convert hours to minutes (4.MD.1-2)</b>

<b>SCIENCE</b>
Scientific Process
Define a simple problem reflecting a need/want that includes specified criteria for success & constraints on materials, time or cost (ETS1-1)
Generate & compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (ETS1-2)
Life Science
Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways (4-LS1-2)

<b>SOCIAL STUDIES</b>
History
Pre-Contact Hawaii History: <b>Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history (4.3.1-10)</b>
Geography
World in Spatial Terms: <b>Understand geographic characteristics of Hawai'i, its relative locations and construct geographic representations (4.7.1; 4.7.2)</b>

<b>ARTA3.1.2; FA 3.1.4)</b>
Use elements and principles of art design to make informed judgments (4.1.1)
Use visual arts to create original artwork (4.1.2)

<b>MUSIC - Ms. C. Momohara</b>
Read simple staff notation (e.g., key signature, time signature, clef) (4.2.1)
Sing or play an independent part of a song with two or more parts (4.2.3)
<b>Compare and contrast musical styles from two or more cultures (4.2.6)</b>

<b>HEALTH</b>
Interpersonal Communication: Use interpersonal communication skills to enhance health (4.5.1-3)
Decision Making & Goal Setting: Use decision making and goal setting skills to enhance health (4.5.1-3)

<b>PHYSICAL EDUCATION– Mr. S. Coleman</b>
Use locomotor and non-locomotor skills in a mature (proper) form (3-5.1.1)
Use manipulative skills in a mature (proper) form (3-5.1.2)
Apply movement tactics in simple and modified activities (3-5.2.1)
Participate regularly in physical activities that contribute to an active lifestyle and bring personal enjoyment (3-5.3.1)

<b>WORLD LANGUAGE: JAPANESE – Ms. S. Matsutaka</b>
Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect that culture (4.4.1)
Compare the sound system of the target language with own language (4.5.1)

<b>Career &amp; Technical Education</b>
Career Planning: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals

<b>HAWAIIANA- Mr. M. Mukai</b>
Actively participates in classroom activities and completes work on time.
Develop knowledge, understanding, appreciation and internalization of fundamental aspects of Hawaiian culture, values, concepts, practices, history, and language. (Hawaiian Studies Program Guide pg. ii-5)

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**TECHNOLOGY - COMPUTER SCIENCE –  
Mr. G. Anama**

Demonstrate the ability to access online resources,  
manage login and passwords.

**LIBRARY – Mrs. L. Kidani**

Use strategies to read and comprehend text of  
appropriate complexity for Grade 4. Adapted from  
RL.4.10 (Text Complexity)

Recall or gather relevant information from print and  
digital sources. Adapted from W.4.8 (Research to  
Build and Present Knowledge)

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**\*For further information, go to  
[standardstoolkit.k12.hi.us](http://standardstoolkit.k12.hi.us)**