

Fourth Grade –Report Card Attachment  
Second Quarter 2017-2018

READING LITERATURE
Key Ideas and Details
Explain or 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/phrases</b> an author uses; explain differences b/w poems, plays & fictional stories; <b>compare &amp; contrast</b> stories while thinking about <b>point of view</b> from which they are told (4.RL.4-6)
Integration of Knowledge and Ideas
<b>Make connections</b> between written and 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)
Range of Reading and Complexity of Text
Read & Understand 4 <sup>th</sup> grade stories, plays, & poems independently (4.RL.10)

READING INFORMATIONAL TEXT
Key Ideas and Details
Explain what informational text teaches and <b>draw inferences</b> by referring to details and examples; explain how the main idea is supported by details (4.RI.1-2)
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.4-5)
Integration of Knowledge and Ideas
<b>Understand and use information from charts, graphs, diagrams, etc.</b> 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.7-9)
Range of Reading and complexity of Text
<b>Read and understand 4<sup>th</sup> grade informational text independently (4.RI.10)</b>

READING: FOUNDATIONAL SKILLS
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; plan, revise and edit with help of peers and adults; 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</b> ; paraphrase text; identify reasons or evidence (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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MATHEMATICS
Operations and Algebraic Thinking
Use the <b>four operations</b> with whole numbers to solve problems; gain familiarity with <b>factors</b> and <b>multiples</b> (4.OA.1-4)
Number and Operations in Base Ten
Generalize <b>place value understanding for multi-digit whole numbers</b> (4.NBT.1-3)
<b>Use place value understanding and properties of operations to perform multi-digit arithmetic</b> (4.NBT.4-6)
Number and Operations: Fractions
Understand <b>fraction equivalence</b> and ordering; build fractions from <b>unit fractions</b> . (4.NF.1-3)
Measurement and Data
Convert between different <b>metric and customary units</b> units; solve measurement word problems (4.MD.1-2)
Geometric measurement- understand concepts of <b>angles and measure angles</b> . (4.MD.5-7)
Geometry
Draw and <b>identify lines and angles and classify shapes</b> by properties of their lines and angles. (4.G.1-3)

SCIENCE - Mrs. L. Hew
Scientific Process
3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
Life and Environment Sciences
4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
4-LS1-2 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
Earth and Space Science
4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation

SOCIAL STUDIES
History
Pre-Contact Hawaii History: <b>Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history</b> (4.3.1-10)
Geography
World in Spatial Terms: <b>Understand geographic characteristics of Hawai'i, its relative locations</b> and construct geographic representations (4.7.1-2)

ART
Use <b>elements and principles</b> of art design to make informed judgments (4.1.1)
Use visual arts to <b>create original artwork</b> (4.1.2)

MUSIC - Ms. C. Momohara
4.2.1 Read simple staff notation (e.g., key signature, time signature, clef) <ul style="list-style-type: none"> <li>● <i>Identifies meter through movement - duple or triple, simple or compound</i></li> <li>● <i>Uses letter name sequence and self-created acronyms to identify pitches in treble clef</i></li> <li>● <i>Identifies purpose affect sharps have on a pitch</i></li> </ul>
4.2.2 Use notation of sixteenth notes and rests <ul style="list-style-type: none"> <li>● <i>Performs chants, songs, and dances with the class using half notes, quarter notes, paired eighth notes, eighth-quarter-eighth, four-sixteenth notes, and quarter rests</i></li> <li>● <i>In addition to the benchmark but not affecting grade: eighth-2 sixteenth notes, dotted quarter notes, three eighth notes, and quarter note-eighth note</i></li> </ul>
4.2.3 Sing or play an independent part of a song with two or more parts <ul style="list-style-type: none"> <li>● <i>Consistently uses head voice to sing in an expanding range</i></li> <li>● <i>Uses hand signs while singing scale exercises and sections songs</i></li> <li>● <i>Sings rounds with two to four parts</i></li> </ul>
4.2.4 Identify musical forms (e.g., rondos), theme, and variations <ul style="list-style-type: none"> <li>● <i>Identifies melodic form of songs (aaba, abbb, abac, etc.)</i></li> </ul>
4.2.5 Develop criteria used to analyze a musical performance <ul style="list-style-type: none"> <li>● <i>Self-assesses and reflects while participating in music to refine skills or performance</i></li> </ul>

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**HEALTH**

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)

**PHYSICAL EDUCATION– Mr. S. Coleman**

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)

**WORLD LANGUAGE: JAPANESE –**

**Ms. S. Matsutaka**

Engage in conversations about likes, dislikes, and personal preferences. [4.1.1]

Identify the main idea and principal characters in simple narratives. [4.2.1]

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]

**Career & Technical Education**

Career Planning: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals

**HAWAIIANA- Kupuna Kanoë Park**

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)

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

Computer Science - Coding, AP - Algorithms & Programming. Introduction to Robotics

**LIBRARY – Mrs. L. Kidani**

Read with sufficient accuracy and fluency to support comprehension. (RF.4.4)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing. (Adapted from W.4.6)

Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)

Gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources. (Adapted from W.4.8)

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