



Progress Report Guide

Fourth Grade

Academic Progress Key:	Descriptor(s):
C = Consistently observed:	This student consistently and independently meets expectations.
G = Generally observed:	This student generally meets expectations.
N = Needs prompting:	This student meets expectations with assistance and redirecting.
R = Rarely observed:	This student rarely meets expectations.
4 = Exceeding Standards at trimester:	In addition to Score 3 performance, the student demonstrates in-depth inferences and/or applications.
3.5 = Meeting Standards at trimester:	In addition to Score 3 performance, the student demonstrates partial success at inferences and applications.
3 = Meeting Standards at trimester:	The student knows and applies the simple or complex information and/or processes that were explicitly taught. There are no major errors or omissions.
2.5 = Progressing toward Standards at trimester:	The student knows and can apply simpler details and processes. The student demonstrates partial knowledge of the more complex ideas and processes.
2 = Progressing toward Standards at trimester:	The student knows simpler details and processes. There are major errors or omissions regarding the more complex ideas and processes.
1 = Below toward Standards at trimester:	With help, the student demonstrates a partial understanding of some of the simpler and complex details and processes.
NE = Not Evaluated at this time M = Modified	

Work Habits, Study and Social Skills – *Behaviors that Promote Learning*

- Cooperates and interacts positively with others
- Participates appropriately
- Shows respect for property
- Chooses appropriate times to interact with peers
- Follows directions (written and oral)
- Is prepared with materials and ready to work
- Meets homework requirements
- Organizes workspace and materials
- Makes productive use of class time
- Works independently
- Produces quality work
- Writes legibly

Reading Standards

English Language Arts

Reading Literature

Key Ideas and Details

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards

English Language Arts

Reading

Informational Text

Key Ideas and Details

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- 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.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity

- By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards

English Language Arts

Reading

Foundational Skills

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

English Language Arts

Writing

Forms of writing assessed throughout the year

Opinion/Argument: Students write claim-based, evidence-rich literary essays after close readings of complex text. Students build arguments about topics they know well using logical structures and carefully arranged ideas and evidence.

Informative/Explanatory: Students write research reports in which they use research skills to learn about a central topic and then elaborate.

Narrative: Students develop fictional characters with motivations and struggles and write these characters into carefully structured stories.

Writing

Opinion Structure

- Introduces the topic or text and clearly states an opinion.
- Groups related ideas into paragraphs and sections to support the writer's purpose.
- Links opinion and reasons using some words and phrases (e.g., *for instance, in order to, in addition*).
- Provides a concluding statement or section that restates opinion presented.

Writing Standards

English Language Arts

Writing

Opinion Elaboration

- Provides reasons that are supported by facts and details.
- Some citation of sources used in text and/or bibliography.
- Uses elaborative techniques (e.g. illustrations, text features, etc.).
- Uses vocabulary that is generally appropriate for the audience and purpose.

Writing

Informative/Explanatory Structure

- Clearly introduces the topic or main idea.
- Groups information into paragraphs and sections; focus mostly maintained.
- Uses transitional words or phrases to clarify relationships among ideas and concepts (e.g., *another*, *for example*, *because*).
- Provides a concluding statement or section related to the information or explanation.

Writing

Informative/Explanatory Elaboration

- Evidence is provided and integrated, but may be general (ex. *facts*, *information*, *concrete details*, and *quotations*).
- Citation of sources used in text and/or bibliography.
- Uses precise language and topic-specific vocabulary to inform about or explain the topic.
- Use of elaborative techniques (e.g. *illustrations*, *text features*, etc.).

Writing

Narrative Structure

- Establishes a clear context, setting, narrator and/or characters.
- Sequence unfolds naturally from beginning to end.
- Makes use of some transitional words and phrases to show order of events.
- Provides a clear conclusion that follows from the narrated experiences or events.

Writing

Narrative Elaboration

- Includes some dialogue and description to develop character relationships and experiences.
- Conveys experiences and events using concrete words and phrases / sensory details.

Speaking and Listening Standards

English Language Arts

Speaking and Listening *Comprehension and Collaboration*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *on grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.

Speaking and Listening *Presentation of Knowledge and Ideas*

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 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.

Language Standards

English Language Arts

Language Standards *Conventions of Standard English*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

continued

Language Standards

English Language Arts

- Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.

Language Standards Knowledge of English

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Language Standards Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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).

Mathematics Standards

Math

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems

- Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples

- Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns

- Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Math

Numbers and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers

- 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.*
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Use place value understanding to round multi-digit whole numbers to any place.

continued

Mathematics Standards

Use place value understanding and properties of operations to perform multi-digit arithmetic

- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Math

Numbers and Operations – Fractions

Extend understanding of fraction equivalence and ordering

- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when

the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions

- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
- 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*

continued

Mathematics Standards

express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)

- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions

- Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.*
- Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
- Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Math

Measurement and Data

Solve problems involving measurement and conversion of measurements

- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data

- Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and*

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Mathematics Standards

interpret the difference in length between the longest and shortest specimens in an insect collection.

Geometric measurement: understand concepts of angle and measure angles

- Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Math Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Fourth Grade
**Science
Standards**

Science
Concepts/Inquiry

Student understands and uses scientific concepts and principles related to topics of:

Energy:

www.nextgenscience.org/topic-arrangement/4energy

Waves:

www.nextgenscience.org/topic-arrangement/4waves

Structure, Function, and Information Processing:

www.nextgenscience.org/topic-arrangement/4structure-function-and-information-processing

Earth's Systems: Processes that Shape the Earth:

www.nextgenscience.org/topic-arrangement/4earths-systems-processes-shape-earth

Gr. 3-5 Engineering Design

www.nextgenscience.org/topic-arrangement/3-5engineering-design

Fourth Grade
**Social Studies
Standards**

Social Studies
Concepts

Washington State History (local tribal history)

In fourth grade, students use their understanding of social studies concepts and skills to explore Washington State in the past and present.

Students learn about the state's unique geography and key eras in early Washington State history, particularly the treaty-making period.

They use this historical perspective to help them make sense of the state's geography, economy, and government today.

The cognitive demand of many GLEs begins to include analysis and asks students to look at issues and events from multiple perspectives.

Fourth Grade
**Art
Standards**

Art
Participation

Due to the subjectivity of art, MISD art teachers assess primarily on student participation using the following academic progress key:

C = Consistently Observed: This student consistently and independently meets expectations.

G = Generally Observed: This student generally meets expectations.

N = Needs Prompting: This student meets expectations with assistance and redirecting.

R = Rarely Observed: This student rarely meets expectations.

Fourth Grade
Music Standards

Music
Concepts and Skills

- Student understands and applies knowledge and skills
- Student demonstrates thinking skills using artistic processes of creating, performing, and responding
- Student communicates through music
- Student makes connections within and across the arts to other disciplines, life, cultures, and work

Music
Participation

Student exhibits responsible personal and social behavior that respects self and others in musical settings

Fourth Grade
Physical Education Standards

PE
Skills

Student develops fundamental and complex movement skills, as developmentally appropriate

- Locomotor
- Non-Locomotor
- Manipulatives

PE
Sportsmanship

Student exhibits responsible personal and social behavior that respects self and others in physical activity settings

- Participation
- Attitude

Fourth Grade
Elementary World Language Program

Spanish
Learner Engagement

Student exhibits responsible personal and social behavior that respects self and others in the Spanish classroom.

- Student interaction with teacher and peers.
- Positive attitude.
- Adhering to classroom expectations.
- Active participation.