

Dear Grade 4 Parent or Guardian,

Each table below represents the general subject areas (Math, Reading, Writing, Science, and Social Studies) that your child is learning in 4th grade this year. Below the general subject area, the table is divided into the competency areas that correspond with your child’s report card. Each area contains the competency as it is written in the curriculum documents along with “I can” statements that help to define what your child should know and be able to do (content and skills) independently and with accuracy by the end of the year.

Grade 4 Math				
Data	Measurement	Number Sense	Geometry	Solving
<p>Competency: Students will demonstrate the ability to represent and interpret data with graphs involving fractions of a unit.</p>	<p>Competency: Students will demonstrate the ability to measure by converting between units of a system using whole numbers.</p>	<p>Competency: Students will demonstrate the ability to apply number sense by comparing rational numbers in various forms (fractions, mixed numbers, and decimals).</p>	<p>Competency: Students will demonstrate the ability to reason with lines and angles in order to measure, draw, and classify.</p>	<p>Competency: Students will demonstrate the ability to solve arithmetic and algebraic problems by utilizing effective strategies and applying properties of operations to multi-digit whole integers.</p>
<p>By the end of Grade 4...</p> <p>I can record equivalent measurements in a two-column table.</p> <p>I can represent measurements using diagrams and correct measurement scale.</p> <p>I can create a line plot with a given data set of measurements using fractions as a unit.</p> <p>I can use the information on the line plot to solve addition and subtraction problems.</p>	<p>By the end of Grade 4...</p> <p>I can describe the relative size of measurement units.</p> <p>I can represent a larger unit as a multiple of smaller units within the same system of measurement.</p> <p>I can convert a larger unit to a smaller unit within a single measurement system.</p>	<p>By the end of Grade 4...</p> <p>I can list all of the factor pairs for any whole number in the range 1-100.</p> <p>I can determine if a whole number up to 100 is a multiple of a 1-digit whole number.</p> <p>I can determine if a whole number up to 100 is prime or composite.</p> <p>I can read and write a multi-digit number in word form, standard form, and expanded form.</p> <p>I can compare two multi-digit numbers using place value and recording the comparison using symbols $>$, $<$, $=$.</p> <p>I can round a whole number within 1,000,000 to a specified</p>	<p>By the end of Grade 4...</p> <p>I can draw an example of a point, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular lines, and parallel lines.</p> <p>I can identify the following in a given two-dimensional figure: point, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular lines, and parallel lines.</p> <p>I can classify two-dimensional shapes into the following categories: those with parallel lines, those with perpendicular lines, those with both parallel and perpendicular lines, those with no parallel or perpendicular lines.</p> <p>I can classify two-dimensional shapes into categories based</p>	<p>By the end of Grade 4...</p> <p>I can solve word problems involving whole numbers, fractions, and decimals using all four operations.</p> <p>I can explain the formulas for area and perimeter of rectangles.</p> <p>I can use addition and subtraction to solve for missing angle measurements.</p> <p>I can explain why two fractions are equivalent by relating visual fraction models to multiplying the numerator and denominator of a fraction by the same number.</p> <p>I can add or subtract fractions</p>

		<p>place.</p> <p>I can recognize equivalent fractions by identifying common factors.</p> <p>I can generate equivalent fractions by multiplying the numerator and denominator of a fraction by the same number.</p> <p>I can explain why two fractions are equivalent by relating visual fraction models.</p> <p>I can compare two fractions with different numerators and denominators using standard symbols, and justifying the comparison.</p> <p>I can decompose a fraction into a sum of fractions with the same denominator in more than one way.</p> <p>I can convert a fraction in tenths to an equivalent fraction in hundredths.</p> <p>I can express a fraction with a denominator of 10 or 100 as a decimal.</p> <p>I can compare two decimals through the hundredths using standard symbols, and justifying the comparison.</p>	<p>on the presence or absence of acute, obtuse, or right angles.</p> <p>I can identify a right triangle.</p> <p>I can identify line-symmetric figures.</p> <p>I can define lines of symmetry.</p> <p>I can draw a line on a figure to create two symmetric figures.</p> <p>I can explain why a figure is line-symmetric.</p> <p>I can measure an angle using a protractor in whole-number degrees.</p> <p>I can sketch angles with a given measurement.</p> <p>I can use a protractor to create a given angle measurement.</p>	<p>and mixed numbers with like denominators.</p> <p>I can multiply a fraction by a whole number.</p> <p>I can rewrite an expression involving multiplication of a fraction and a whole number.</p> <p>I can add two fractions with unlike denominators of 10 and 100 using equivalent fractions.</p> <p>I can add and subtract multi-digit whole numbers within 1,000,000.</p> <p>I can multiply a multi-digit number by a one-digit whole number.</p> <p>I can demonstrate multiplication and division of multi-digit numbers using rectangular arrays, place value, and the area model.</p> <p>I can solve multiplication of two two-digit numbers and division of a multi-digit number by a one-digit number using properties of operations and equations.</p> <p>I can interpret remainders in word problems.</p>
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				<p>I can explain and demonstrate my chosen strategies using models, words, and numbers.</p> <p>I can write and solve an equation using a variable to represent the unknown.</p> <p>I can choose the correct operation to perform at each step of a multi-step word problem.</p> <p>I can use mental math or estimation strategies to check for the reasonableness of an answer.</p> <p>I can identify and explain or generate a pattern that follows a given rule.</p> <p>I can find a common denominator of two fractions.</p>
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Grade 4 Reading

Narrative	Information	Point of View	Speaking & Listening	Fundamentals & Fluency
<p>Competency: Students will demonstrate the ability to summarize main events and key details and make inferences in order to make meaning of text.</p>	<p>Competency: Students will demonstrate the ability to summarize the main idea of two texts as a means for explaining an event, idea or concept.</p>	<p>Competency: Students will demonstrate the ability to compare and contrast the points of view of others in order to make meaning of text.</p>	<p>Competency: Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</p>	<p>Competency: Students will demonstrate the ability to read and interpret complex text for pleasure, enrichment, and information.</p>
<p>By the end of Grade 4...</p> <p>I can refer to examples in a text when explaining and drawing inferences from the text.</p> <p>I can determine a theme of a</p>	<p>By the end of Grade 4...</p> <p>I can refer to details and examples in a text when explaining and drawing inferences from a text.</p>	<p>By the end of Grade 4...</p> <p>I can compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-</p>	<p>By the end of Grade 4...</p> <p>I can follow agreed-upon rules for discussions and carrying out assigned roles.</p> <p>I can review the key ideas</p>	<p>By the end of Grade 4...</p> <p>I can read unfamiliar multisyllabic words in context and isolation using knowledge of syllabication patterns.</p>

<p>text from details in the text; summarize the text.</p> <p>I can describe in depth a character, setting, or event, drawing on specific details in the text.</p> <p>I can determine the meaning of words and phrases including those that allude to significant characters.</p> <p>I can explain major differences between texts and refer to the structural elements of each text.</p> <p>I can compare and contrast various points of view from which different stories are narrated.</p> <p>I can make direct connections between written text and a visual or oral presentation of the text.</p> <p>I can compare and contrast similar themes, topics and patterns of events in various texts from different cultures.</p>	<p>I can determine the main idea of a text and explain how it is supported by key details in order to summarize the text.</p> <p>I can explain events, procedures, ideas or concepts based on specific information in a text.</p> <p>I can determine the meaning of general and content/specific words and phrases in a text.</p> <p>I can describe the overall structure of events, ideas, concepts or information in a text or part of a text.</p> <p>I can compare and contrast a firsthand and secondhand account of the same event or topic.</p> <p>I can interpret information presented in multiple ways and explain how it contributes to understanding of the text.</p> <p>I can explain how an author uses reasons and evidence to support particular points in a text.</p> <p>I can integrate information from two text of the same topic to write or speak about the subject knowledgeably.</p>	<p>person narrations.</p> <p>I can compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>expressed paraphrase portions of a text read aloud or information presented in diverse media and formats.</p> <p>I can identify the reasons and evidence a speaker provides to support particular points.</p> <p>I can prepare for group discussions (having read or studied required material in diverse formats).</p> <p>I can make comments that contribute to the discussion and link to the comments to the remarks of others.</p> <p>I can pose and respond to specific questions to clarify or follow up on information presenting a topic in a logical order using relevant and descriptive details to support the main idea or theme.</p> <p>I can create audio recordings and visual displays of data to express information and enhance understanding.</p> <p>I can speak clearly, at an understandable pace.</p> <p>I can remain on-topic during discussions.</p> <p>I can explain my own ideas and understanding in light of the discussion reading aloud with expression.</p>	<p>I can read unfamiliar grade-appropriate multisyllabic words in context and isolation using knowledge of of all letter-sound correspondences.</p> <p>I can read unfamiliar grade-appropriate multisyllabic words in context and isolation using knowledge of word morphology.</p> <p>I can read grade-level text, prose, and poetry with accuracy, appropriate rate, and expression with purpose and understanding.</p> <p>I can use sentence-level context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>I can closely read complex grade level text using reading strategies to help understand text.</p> <p>I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>I can consult reference materials, both print and digital, to find the pronunciation and determine the precise meaning of words and phrases.</p>
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Grade 4 Writing

Narrative	Information	Point of View	Fundamentals & Fluency
<p>By the end of Grade 4...</p> <p>I can independently write descriptive narratives that:</p> <ul style="list-style-type: none"> ● are in sequential order to develop real or imagined experiences. ● establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ● use dialog and description to develop experiences and events or show the responses of characters to situations. ● use a variety of transition words and phrases to manage the sequence of events. ● use concrete words and phrases and sensory details to convey experiences and events precisely. ● provide a conclusion that follows from the narrated experiences or events. <p>I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>I can, with some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>By the end of Grade 4...</p> <p>I can write informative/explanatory texts that:</p> <ul style="list-style-type: none"> ● convey clear ideas. ● introduce a topic clearly organized in paragraphs. ● develop the topic with facts, definitions, and concrete details. ● link ideas within categories of information, using words and phrases. ● use precise language and domain specific vocabulary to inform about or explain the topic provide a concluding statement or section related to the information or explanation presented. <p>I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>I can, with guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>I can, with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills</p>	<p>By the end of Grade 4...</p> <p>I can write opinion pieces that include:</p> <ul style="list-style-type: none"> ● a clear and coherent introduction. ● a stated opinion. ● an organizational structure with related ideas, grouped ● reasons that are supported by facts and details. ● a link opinion and reasons ● using words, phrases. ● a clear and coherent conclusion. <p>I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>I can, with guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>I can, with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>By the end of Grade 4...</p> <p>I can select a writing structure to match task, purpose, and/or audience.</p> <p>I can compose a formal speech that demonstrates grade level language standards.</p> <p>I can produce complete sentences and recognize and correct inappropriate fragments and run-ons.</p> <p>I can choose words and phrases to convey ideas precisely.</p> <p>I can write for long or short periods of time depending on the task.</p> <p>I can use relative pronouns and relative adverbs.</p> <p>I can form and use progressive verb tenses.</p> <p>I can form and use prepositional phrases.</p> <p>I can order adjectives within sentences according to conventional patterns.</p> <p>I can use frequently confused words correctly.</p> <p>I can use correct capitalization.</p> <p>I can use a comma before a coordinating conjunction in a compound sentence.</p> <p>I can choose appropriate punctuation for effect.</p>

<p>I can, with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>to type a minimum of one page in a single sitting.</p> <p>I can conduct short research projects to build knowledge through investigation of different topics.</p> <p>I can take and sort notes from recall, experiences or information gathered and provide a list of sources.</p> <p>I can draw evidence from informational texts to support analysis, reflection, and research.</p>		<p>I can spell grade appropriate words correctly consulting references as necessary.</p>
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***For the 2017-2018 school year, Science and Social Studies competencies will be reported through a single performance indicator on the elementary report card and a written statement from your child’s teacher will specify which topic(s) were focused on in each trimester.**

Grade 4 Science*		
Earth & Space Science	Life Science	Physical Science
<p>Competency: Students will demonstrate the ability to analyze causal relationships between the earth’s features in order to explain patterns of change.</p>	<p>Competency: Students will demonstrate the ability to analyze evidence using movement of matter in human and natural systems in order to describe components of a systematic interaction.</p>	<p>Competency: Students will demonstrate the ability to observe and analyze the transfer of energy in order to determine causal relationships. ** The energy forms specifically described are: electromagnetic (heat, light, electrical and mechanical (sound, motion)).</p>
<p>By the end of grade 4...</p> <p>I can analyze causal relationships between earth’s features to explain patterns of change.</p>	<p>By the end of grade 4...</p> <p>I can evaluate how dynamic food webs and energy inputs trace the cycle of an organism’s energy from source to waste.</p> <p><i>This Life Science competency spans grades 4 and 5. Detailed content and skill information can be found in grade level science curriculum documents.</i></p>	<p>By the end of grade 4...</p> <p>I can analyze how energy in many forms can be transferred from place to place.</p>

Grade 4 Social Studies*

Civics	Economics	Geography	History-Change Over Time	Historical Perspective
<p>Competency: Students will demonstrate the ability to identify the roles of individuals and institutions in order to explain the social and political systems of New Hampshire.</p>	<p>Competency: Students will demonstrate the ability to weigh the risks and rewards of entrepreneurship in order to explain economic decision making.</p>	<p>Competency: Students will demonstrate the ability to explain the reciprocal relationships among human and physical systems by using regional maps and describing environmental, historical, economic, and cultural characteristics.</p>	<p>Competency: Students will demonstrate the ability to explain causal relationships in order to describe change over time.</p>	<p>Competency: Students will demonstrate the ability to describe significant milestones in regional history in order to explain historical perspective.</p>
<p>By the end of Grade 4...</p> <p>I can distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>I can explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>I can apply civic virtues and democratic principles in school settings.</p> <p>I can use deliberative processes when making decisions or reaching judgments as a group.</p> <p>I can identify the beliefs, experiences, perspectives, and values that underlie their own</p>	<p>By the end of Grade 4...</p> <p>I can compare the benefits and costs of individual choices.</p> <p>I can identify positive and negative incentives that influence the decisions people make.</p>	<p>By the end of Grade 4...</p> <p>I can construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>I can explain how culture influences the way people modify and adapt to their environments.</p> <p>I can explain how the cultural and environmental characteristics of places change over time.</p> <p>I can describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>I can explain how human settlements and movements relate to the locations and use of various natural resources.</p>	<p>By the end of Grade 4...</p> <p>I can explain probable causes and effects of events and developments.</p>	<p>By the end of Grade 4...</p> <p>I can create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>I can explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>I can explain connections among historical contexts and people's perspectives at the time.</p> <p>I can describe how people's perspectives shaped the historical sources they created.</p> <p>I can summarize how different kinds of historical sources are used to explain events in the past.</p>

<p>and others' points of view about civic issues.</p> <p>I can compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</p> <p>I can illustrate historical and contemporary means of changing society.</p>				<p>I can compare information provided by different historical sources about the past.</p> <p>I can infer the intended audience and purpose of a historical source from information within the source itself.</p> <p>I can generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>
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