

4th Grade Learning Goals

Each area of our grade card matches the Missouri Learning Standards set by the state. **By the end** of 4th Grade, our goal is to have each student where they need to be. The following is an explanation of what each standard means:

Reading

Phonics Goal:

- I can apply spelling patterns to learn new words.
- I can use my knowledge of root words, prefixes and suffixes to read new words.

Fluency Goal:

- I can read books at my grade level independently.
- I can use context to correct myself when I make a mistake.

Reading Goal:

- I can summarize a story's beginning, middle and end and the moral of the story.
- I can describe a character's personality traits, their interactions, relationships and growth throughout a story.
- I can identify a point of view and tell if it is first or third person.
- I can tell what the main idea is along with supporting details.
- I can draw conclusions and make inferences and support it with details from the text.
- I can use multiple text features to locate information.
- I can interpret and explain information presented in graphics.
- I can tell the difference between fiction, non-fiction, poetry and plays.
- I can explain the structural elements of poetry.
- I can explain cause and effect relationships.
- I can explain the author's purpose in writing and how they influence readers..
- I can tell the difference between fiction, non-fiction, biography, auto-biography, fact and opinion.

Vocabulary Goal:

- I can decode meaning by using prefixes, suffixes and root words.
- I can use context clues to find the meaning of words.
- I can look up words in the dictionary or glossary for meaning, syllables and pronunciation.
- I can complete analogies. Ex: fish is to water like a bird is to sky.
- I can identify idioms and explain them. Ex: don't let the cat out of the bag.
- I can determine the meanings of similes, metaphors and imagery.

Connections Goal:

- I can tell how two stories are the same and different in fiction and non-fiction.
- I can tell how people, events or ideas are connected.
- I can tell how a story relates to the world.
- I can compare different tellings of the same story and show how point of view impacts those stories.

Writing

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Conventions Goal:

- I can capitalize and punctuate correctly including commas, apostrophes and dialogue.
- I can write with complete subjects and predicates.
- I can produce and expand all four types of simple and compound sentences: declarative, imperative, exclamatory and interrogative.
- My subjects and verbs agree.
- I can correct sentence fragments and run-on sentences.
- I use correct grammar when I speak and write.
- I can spell accurately and use my resources to help me when needed.

Writing Process Goal:

- I can use what I know, create questions and use a prewriting strategy when given the purpose and audience.
- I can write multiple paragraphs on a single topic with each paragraph having a main idea and supporting evidence.
- My stories have a beginning, middle and end.
- I use transitions to keep the reader moving and keep my writing in order.
- I can find mistakes in my writing and fix them.
- I can strengthen my writing by revising to improve it.
- I can use a direct quote from an author or source.
- I can use dialogue in my writing.
- I can use a variety of print and digital methods, including technology to publish my writing.
- I can type at least one page in a single setting.

Research Process Goal:

- I can make a list of potential topics and generate questions about them.
- I can gather and record information about a topic from multiple sources.
- I can differentiate between paraphrasing and plagiarism when using ideas of others.
- I can determine if a source is accurate.
- I can create a resource page to show where I found my information.
- I can organize my information into a report or presentation.

Speaking and Listening

Listening Goal:

- I follow classroom listening rules.
- I listen and follow multi-step instructions.
- I can listen and build upon a conversation with teachers and classmates.
- I can ask questions to verify understanding of the information I learned.

Speaking Goal:

- I speak loud enough, clearly enough and with correct pacing so others can understand.
- I can participate in a conversation following polite social norms.
- I can present information using academic language, resources and a variety of forms.
- I speak using complete sentences and good grammar.

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- I use correct body language and eye contact when presenting.
- I come to discussions prepared to learn and express opinions.

Math

Base 10 Goal:

- I can round whole numbers to any place.
- I can read and write numbers to 1,000,000, using numbers, words, or expanded form.
- I can compare multi-digit numbers using $<$, $>$, $=$.
- I can add and subtract whole numbers fluently.
- I can multiply four-digit whole numbers by a one digit whole number or two two-digit whole numbers..
- I can divide four digit whole numbers by a one digit number with or without a remainder.

Fractions Goal:

- I can explain if two fractions are equal.
- I can generate equivalent fractions.
- I can compare fractions and decimals using $<$, $>$, $=$.
- I can add and subtract fractions with like denominators.
- I can write and solve equations with like denominators.
- I can add and subtract mixed numbers with like denominators.
- I can multiply a fraction by a whole number.
- I can use decimals with tenths and hundredths.
- I can show how fractions and decimals are equal.
- I can read, write and identify decimals using numbers, words or expanded form.

Data and Statistics Goal:

- I can create a line plot, picture or bar graph, and frequency tables to represent numerical data.
- I can draw conclusions and solve problems using information from graphs.

Geometry and Measurement Goal:

- I can describe and draw points, lines, line-segments, rays, angles, perpendicular and parallel lines.
- I can classify two-dimensional shapes by their sides or angles.
- I can construct lines of symmetry.
- I can identify and estimate angles and their measure.
- I can draw and measure angles using a protractor.
- I know relative sizes of measurement within one system of units (metric or standard).
- I can apply area and perimeter formulas for rectangles to solve problems.

Relationships and Algebraic:

- I can solve multi-step whole number problems with addition, subtraction, multiplication or division.
- I can solve missing number problems using multiplication and division. Ex:
 $10 \times \underline{\quad} = 100$.
- I can apply properties of multiplication and division to help solve problems.

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- I can look at an answer and decide if it is reasonable “makes sense”.
- I can use patterns to express a rule.
- I can find multiples and factors of whole numbers.
- I can tell if a number is composite or prime.
- I can find all the factor pairs within 100.

Science

Universe Goal:

- I can identify patterns and fossils in rock formations to support an explanation for changes in landscapes over time.

Earth's Systems Goal:

- I can plan and conduct investigations to prove how natural processes shape Earth's surface.
- I can analyze and interpret data from maps to describe patterns of Earth's features.

Human Activity Goal:

- I can generate and compare solutions to reduce the impact of natural processes on humans.

Engineering Goal:

- I can define a simple problem reflecting a need or want with criteria for success using certain materials, time and/or cost.
- I can generate and compare multiple solutions.
- I can plan and carry out tests with variables and identify aspects that could be improved.

Forces & Motion Goal:

- I can make observations about an object's motions to predict future motion.
- I can plan and conduct investigations to provide evidence of the effects of balanced and unbalanced forces on motion.
- I can plan and conduct tests to compare and contrast the forces required to overcome friction to move an object over different surfaces.

Energy Goal:

- I can use evidence to explain the relationship between speed of an object to the energy of the object.
- I can provide evidence to explain energy transformation.
- I can apply scientific ideas to design, test and refine a device that converts energy from one form to another.
- I can use models to explain how simple machines change force.

Waves:

- I can develop a model of waves to describe patterns in wavelengths and movement.

Molecules to Organisms Goal:

- I can construct an argument with evidence that plants and animals have internal and external structures to support them.
- I can use a model to describe that animals receive different types of information through their senses and process and respond in different ways.

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Social Studies prior to 1800

Democracy Goal:

- I can read and analyze the Declaration of Independence.
- I can explain the major purposes of the U.S. Constitution.
- I can explain the major purposes of the Bill of Rights.
- I can examine ways citizens have effectively voiced opinions and brought about change.
- I can describe the character traits of influential Americans.
- I can recognize and explain national symbols.

Government Systems Goal:

- I can explain the purposes and roles of government.
- I can analyze peaceful resolutions of disputes in courts.
- I can describe how decisions are made, enforced and interpreted over time.
- I can identify and explain the functions of the three branches of the federal government.

History Goal:

- I can describe the migrations of native Americans.
- I can describe the discovery, exploration and early settlement of America.
- I can describe our history with slavery.
- I can describe the conflicts with different cultures in Missouri and the effect of the Civil War.
- I can identify and describe the causes of the American Revolution and the factors that contributed to the colonists' success.
- I can describe the context for drafting the Declaration of Independence, the Constitution and Bill of Rights.
- I can investigate the causes and consequences of westward expansion.

Economic Goal:

- I can compare and contrast savings and financial investments.
- I can explain profit and loss in economic decisions.
- I can distinguish between natural, capital and human resources.
- I can conduct a public cost-benefit analysis.
- I can explain how the government uses taxes to provide goods and services.
- I can explain factors that influence state and regional economies.

Geography Goal:

- I can construct and interpret historical and current maps.
- I can name and locate specific regions, states, capitals, river systems and mountain ranges in the United States.
- I can identify and compare physical and human characteristics of different regions..
- I can describe how people are affected, depend on, adapt to and change their physical environments in the past and present.
- I can analyze how changes in communication and transportation affect lives.
- I can identify and compare regions in the United States and how their characteristics affect people who live there.

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- I can explain how geography affected important events in U.S. history.

People and Cultures Goal:

- I can compare cultural characteristics in U.S. history.
- I can apply constructive processes or methods of conflict resolution.
- I can research songs and stories that reflect the cultural history of the U.S.
- I can analyze the preservation of cultural heritage.
- I can examine the changing roles of Native Americans, immigrants, African Americans, women and others in U.S. history.

Inquiry Goal:

- I can select and analyze primary and secondary social studies sources with help.
- I can analyze and use artifacts to share information on social studies topics.
- I can use visual tools to communicate information and ideas.
- I can create products such as maps, graphs, timelines, charts, models and diagrams to communicate information.
- I can distinguish between facts and opinion.
- I can identify points of view and recognize bias.
- I can present research about a topic using sources.
- I can generate questions and investigate answers using sources.