



Fourth Grade Reporting Standards

ENGLISH LANGUAGE ARTS

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program. The development of literacy skills is supported by our library curriculum that focuses on literature appreciation, informational literacy skills, and cultivating a lifelong love of reading through exposure to a wide variety of reading materials.

| Trimester One | Trimester Two | Trimester Three |
|--|---|--|
| <p><u>Reading</u> Reads with purpose and understanding Uses text evidence from narrative text to support thinking Determines theme of text Comprehends appropriate grade level text</p> <p><u>Writing</u> Identifies and maintains a topic Supports topic with details Organizes writing appropriately Uses appropriate grade level conventions</p> <p><u>Listening and Speaking</u> Builds on others' ideas and expresses own ideas clearly</p> | <p><u>Reading</u> Reads with purpose and understanding Uses text evidence from informational texts to support thinking Summarizes text information Comprehends appropriate grade level text Gathers relevant information from print and digital resources</p> <p><u>Writing</u> Identifies and maintains a topic Supports topic with details Organizes writing appropriately Uses appropriate grade level conventions</p> <p><u>Listening and Speaking</u> Builds on others' ideas and expresses own ideas clearly</p> | <p><u>Reading</u> Reads with purpose and understanding Uses text evidence from poetry and fiction to support thinking Comprehends appropriate grade level text Draws inferences from text</p> <p><u>Writing</u> Identifies and maintains a topic Supports topic with details Organizes writing appropriately Uses appropriate grade level conventions</p> <p><u>Listening and Speaking</u> Builds on others' ideas and expresses own ideas clearly</p> |

MATH

The purpose of mathematics is to provide essential problem-solving tools applicable to a range of scientific disciplines, business practices, and everyday situations. The District 28 mathematics curriculum promotes opportunities for students to develop and apply basic mathematical skills and solve problems confidently using a wide variety of strategies. The program encourages students to become independent thinkers, share responsibility for their own learning, and appreciate the value of working together to solve difficult problems. Instruction fosters skillful reasoning in diverse situations and effective communication of both solutions and methods.

| Trimester One | Trimester Two | Trimester Three |
|---|--|---|
| <p><u>Operations and Algebraic Thinking</u> Solves multi-step story problems using addition, subtraction, multiplication, or division</p> <p>Understands factors and multiples</p> <p>Understands the value of a digit based on its place</p> <p>Multiplies 2- and 3-digit numbers by 1-digit numbers using strategies</p> <p>Uses equations or labeled sketches to explain strategies</p> | <p><u>Numbers Operations and Fractions</u> Explains how a fraction compares to another fraction</p> <p>Uses a visual model to explain why one fraction is equivalent to another</p> <p>Adds and subtracts fractions and mixed numbers with like denominators</p> <p>Writes fractions with denominators of 10 or 100 in decimal notation</p> <p>Compares decimal numbers with digits to the hundredths place</p> <p><u>Geometry</u> Uses the formulas for area and perimeter of a rectangle to solve problems</p> | <p><u>Numbers Operations and Fractions</u> Uses mental math, estimation, or rounding to determine whether or not answers to multistep story problems are reasonable</p> <p>Solves story problems that involve adding and subtracting fractions with like denominators</p> <p>Recognizes and generates equivalent fractions</p> <p>Multiplies a fraction by a whole number</p> <p><u>Measurement and Data</u> Uses addition, subtraction, multiplication, or division to solve story problems involving distances, intervals of time, liquid volumes, masses of objects, and money</p> <p>Makes a line plot to display a data set of measurements in fractions of a unit</p> |

| ADVANCED MATH | | |
|--|---|---|
| Trimester One | Trimester Two | Trimester Three |
| <p><u>Operations and Algebraic Thinking</u> Solves multiple step real world problems</p> <p><u>Number and Operations</u> Understands the value of a digit based on its place Identifies and applies factors and multiples Multiplies and divides multiple digit whole numbers Uses order of operations to solve problems</p> | <p><u>Operations and Algebraic Thinking</u> Solves multiple step real world problems</p> <p><u>Number Operations and Fractions</u> Adds and subtracts fractions with unlike denominators Multiplies a fraction by a whole number</p> <p><u>Number Operations and Decimals</u> Applies fractional and place value relationships to decimals Adds and subtracts decimals</p> | <p><u>Operations and Algebraic Thinking</u> Solves multiple step real world problems</p> <p><u>Geometry</u> Measures angles accurately Classifies geometric figures by their properties Calculates perimeter, area, and volume</p> <p><u>Number Operations and Decimals</u> Multiplies multiple digit decimals</p> |

| SCIENCE | | |
|--|---|---|
| <p>The biological, physical, and earth sciences are studied in kindergarten through fifth grade. The opportunity to use the scientific method of questioning, experimentation, and drawing conclusions is provided throughout the grade levels.</p> | | |
| Trimester One | Trimester Two | Trimester Three |
| <p><u>Plants and Animals</u> Understands the link between plant structure and function Understands the link between animal structure and function</p> | <p><u>Earth Systems</u> Finds evidence of landscape changes over time Follows engineering and design process to reduce the impact of natural disasters</p> | <p><u>Energy</u> Understands the different types of energy Understands how energy is transferred</p> |

SOCIAL STUDIES

Social studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States. Students learn map skills, geography, and cultural awareness.

| Trimester One | Trimester Two | Trimester Three |
|--|---|---|
| <p><u>Civics</u> Distinguishes the responsibilities and powers of government officials at the local, state and national levels Explains how citizens have rights and responsibilities in a democracy Understands what it means to participate in a democracy</p> <p><u>Geography</u> Constructs and interprets maps of Illinois and the United States using various media</p> <p><u>Inquiry</u> Identifies a range of local problems and ways to address these problems</p> | <p><u>History</u> Uses artifacts and primary sources to explain how individuals contributed to the founding and developing of Illinois Explains probable causes and effects of events and developments in Illinois history</p> <p><u>Economics</u> Explains how profits reward and influence sellers</p> <p><u>Inquiry</u> Determines sources representing multiple points of view to answer essential questions</p> | <p><u>Civics</u> Identifies core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation</p> <p><u>Geography</u> Constructs and interprets maps of Illinois and the United States using various media</p> <p><u>Economics</u> Describes how goods and services are produced using human, natural, and capital resources (e.g. tools and machines)</p> <p><u>History</u> Explains why individuals and groups differed in their perspectives during the same historical period</p> <p><u>Inquiry</u> Develops claims using evidence from multiple sources to answer essential questions</p> |

SPANISH

Spanish for students in grades one through five focuses on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language. Thematic units provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.

| Trimester One | Trimester Two | Trimester Three |
|---|---|---|
| Demonstrates understanding of words and phrases Produces words and phrases | Demonstrates understanding of words and phrases Produces words and phrases | Demonstrates understanding of words and phrases Produces words and phrases |

ART

The purpose of art education is to foster critical thinking and promote creativity. In District 28, students explore how art is used to communicate, how art expresses different points of view, and identifies how art can be found everywhere and influences aspects of our daily lives. Students will not only experience using different tools and techniques in order to create meaningful works of art, but will also reflect and share the work they create with others.

| Trimester One | Trimester Two | Trimester Three |
|--|--|--|
| Communicates ideas visually through the human figure | Expresses a point of view through different environments | Identifies and visually uses inspiration from historic art |

MUSIC

The purpose of music education in District 28 is to cultivate thoughtful members of society who are tuneful, beatful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

| Trimester One | Trimester Two | Trimester Three |
|-----------------------------------|--|------------------------------------|
| Demonstrates rhythmic arrangement | Creates a phrasing and style in music and basic choreography | Performs advanced melodic patterns |

PHYSICAL EDUCATION

District 28 recognizes daily, elementary physical education as an integral part of every student’s educational program. Growth in social, emotional, cognitive, and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthy living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally. Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

| Trimester One | Trimester Two | Trimester Three |
|---|---|---|
| Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Demonstrates teamwork | Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Demonstrates teamwork | Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Demonstrates teamwork |

PROCESS SKILLS: CHARACTERISTICS OF A SUCCESSFUL LEARNER

District 28 values developing our students’ essential skills as well as their content knowledge. Characteristics of a Successful Learner are the standards that provide information regarding a students’ independence and initiative, work habits, and communication and collaboration.

Grades 4-5 All Standards Trimester 1, 2, and 3

| <u>Independence and Initiative</u> | <u>Work Habits</u> | <u>Communication and Collaboration</u> |
|---|---|---|
| Follows routines and instructions Self-advocates Perseveres and problem solves Accepts responsibility for behavior | Completes tasks and assignments independently Uses class time effectively Organizes and manages work/materials Produces quality work | Shows respect for self and others Engages effectively in collaborative activities Participates appropriately in discussions Actively Listens |

Academic Levels of Proficiency

Level 4 – Exceeds = Student independently applies knowledge in novel and unexpected ways.

Level 3 – Meets = Student understands concepts and demonstrates proficiency. Student can show understanding and apply his/her learning.

Level 2 – Approaching = Student is approaching understanding, but still needs support from teachers and parents.

Level 1 – Below = Student is beginning to identify concepts, but does not demonstrate understanding. Student requires a high level of support.

Characteristics of a Successful Learner Levels of Proficiency

Level 4 – Exceeds = Student consistently and independently demonstrates characteristics.

Level 3 – Meets = Student often demonstrates the characteristics.

Level 2 – Approaching = Student needs teacher reminders to successfully demonstrate characteristics.

Level 1 – Below = Student rarely demonstrates the characteristics and needs significant support.