

FOURTH GRADE I CANS

Student's Name: _____

English Language Arts

Foundational Literacy

Phonics and Word Recognition	Q1	Q2	Q3	Q4
4.FL.PWR.3 I CAN Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
a. I CAN use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.				
Word Composition	Q1	Q2	Q3	Q4
4. FL.WC.4 I CAN know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
a. I CAN spell grade-appropriate words correctly, consulting references as needed.				
b. I CAN write legibly in manuscript and cursive.				
Fluency	Q1	Q2	Q3	Q4
4. FL.F.5 I CAN Read with sufficient accuracy and fluency to support comprehension.				
a. I CAN read grade-level text with purpose and understanding.				
b. I CAN read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
c. I CAN use context to confirm or self-correct word recognition and understanding of words; reread as necessary.				

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Sentence Composition	Q1	Q2	Q3	Q4
4.FL.SC.6 I CAN demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.				
a. I CAN a. Use relative pronouns and relative adverbs.				
b. I CAN form and use progressive verb tenses.				
c. I CAN use auxiliary verbs, such as can, may, and must, to clarify meaning.				
d. I CAN form and use prepositional phrases.				
e. I CAN produce complete sentences; recognize and correct inappropriate fragments and run-ons.				
f. I CAN use correct capitalization				
h. I CAN h. Use a comma before a coordinating conjunction in a compound sentence.				
g. I CAN use commas and quotation marks to mark direct speech and quotations from a text.				
i. I CAN write several cohesive paragraphs on a topic.				

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Vocabulary Acquisition	Q1	Q2	Q3	Q4
4.FL.VA.7a I CAN 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.				
i. I CAN use context as a clue to the meaning of a word or phrase.				
ii. I CAN use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.				
iii. I CAN consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.				
4.FL.VA.7b I CAN demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
i. I CAN explain the meaning of simple similes and metaphors in context.				
ii. I CAN recognize and explain the meaning of common idioms and proverbs.				
iii. I CAN demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings				
4.FL.VA.7c I CAN 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 and that are basic to a particular topic.				

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Reading: Literature	Q1	Q2	Q3	Q4
4.RL.KID.1 I CAN refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.				
4.RL.KID.2 CAN determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.				
4.RL.KID.3 I CAN describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.				
4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.				
4.RL.CS.5 I CAN explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.				
4.RL.CS.6 I CAN compare and contrast the point of view from which different stories are narrated.				
4.RL.IKI.7 I CAN make connections between the print version of a story or drama and a visual or oral presentation of the same text.				
4.RL.IKI.8 Not applicable to literature.				
4.RL.IKI.9 I CAN compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.				
4.RL.RRTC.10 I CAN read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.				

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Reading: Informational Text	Q1	Q2	Q3	Q4
4.RI.KID.1 I CAN refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.				
4.RI.KID.2 I CAN determine the main idea of a text and explain how it is supported by key details; summarize a text.				
4.RI.KID.3 I CAN explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.				
4.RI.CS.4 I CAN determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.				
4.RI.CS.5 I CAN describe the overall structure of events, ideas, and concepts of information in a text or part of a text.				
4.RI.CS.6 I CAN compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.				
4.RI.IKI.7 I CAN interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.				
4.RI.IKI.8 I CAN explain how an author uses reasons and evidence to support particular points in a text.				
4.RI.IKI.9 I CAN integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				
4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.				

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Speaking and Listening	Q1	Q2	Q3	Q4
4.SL.CC.1 I CAN prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.				
4.SL.CC.2 I CAN paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.				
4.SL.CC.3 I CAN identify the reasons and evidence a speaker provides to support particular points.				
4.SL.PKI.4 I CAN report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts & relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				
4.SL.PKI.5 I CAN add multimedia, such as audio & visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.				
4.SL.PKI.6 I CAN Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.				
Writing	Q1	Q2	Q3	Q4
4.W.TP.1 I CAN write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
a. I CAN introduce a topic or text.				
b. I CAN develop an opinion with reasons that are supported by facts and details.				
c. I CAN create an organizational structure in which related ideas are grouped to support the writer's purpose.				
d. I CAN provide a concluding statement or section related to the opinion presented.				
e. I CAN link opinion and reasons using words and phrases.				
f. I CAN apply language standards addressed in the Foundational Literacy standards.				

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Writing	Q1	Q2	Q3	Q4
4.W.T P.2 I CAN write informative/explanatory texts to examine a topic and convey ideas and information.				
a. I CAN introduce a topic.				
b. I CAN group related information in paragraphs and sections.				
c. I CAN include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader.				
d. I CAN develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
e. I CAN provide a conclusion related to the information or explanation presented.				
f. I CAN link ideas within categories of information using words and phrases.				
g. I CAN use precise language & domain-specific vocabulary to inform about or explain the topic.				
h. I CAN apply language standards addressed in the Foundational Literacy standards.				
4.W.T TP.3 I CAN write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.				
a. I CAN Orient the reader by establishing a situation, using a narrator, and or introducing characters.				
b. I CAN organize an event sequence that unfolds naturally and logically.				
c. I CAN use dialogue and description to develop experiences and events or show the responses of characters to situations.				
d. I CAN use a variety of transitional words and phrases to manage the sequence of events.				
e. I CAN provide a conclusion that follows from the narrated experiences or events.				

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Writing Cont.	Q1	Q2	Q3	Q4
f. I CAN use precise words and phrases and use sensory details to convey experiences and events				
g. I CAN apply language standards addressed in the Foundational Literacy standards.				
4.W.PDW.4 I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				
4.W.PDW.5 I CAN with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)				
4.W.PDW.6 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 technology skills to type a complete product in a single sitting as defined in W.1-3				
4.W.RBPK.7 I CAN conduct short research projects that build knowledge through investigation of different aspects of a topic.				
4.W.RBPK.8 I CAN recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources				

Comments