

DC CAS-Alt

Entry Points – Grade 4

ELA

Common Core Crosswalk with DC CAS-Alt Entry Points

August 2012

ELA	Fourth Grade						
DC Strand	DC Standard*	Essential and Prioritized Skills	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Language Development	4.LD-V.10. Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words.	Analyze the meaning of unfamiliar words using base words and affixes.	<ul style="list-style-type: none"> ◆ Match definitions/picture to the corresponding word. ◆ Identify prefixes using words/pictures. ◆ Identify suffixes using words/pictures. ◆ Identify base words using words/pictures. ◆ Locate unfamiliar words/pictures in text . 	<ul style="list-style-type: none"> ◆ Match definitions to corresponding affixes. ◆ Create a personal dictionary of words, suffixes and prefixes and the definitions. ◆ Distinguish between suffixes and prefixes. ◆ Identify the base word in series of words with prefixes/suffixes. ◆ Classify words as having the same or different base. 	<ul style="list-style-type: none"> ◆ Use base word and add suffixes and/or prefixes to form and define new words (using picture cards, words, or objects). ◆ Compare a base word definition with the corresponding definition of the same word with an affix (e.g., match a picture of a happy girl to the base "happy" and a picture of an unhappy girl to the prefix "un"). 	Language	4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Language Development	4.LD-V.13. Recognize and use words with multiple meanings (e.g., sentences, school, hard) and determine which meaning is intended from the context of the sentence.	Analyze context clues to determine the correct meaning of a word with multiple meanings.	<ul style="list-style-type: none"> ◆ Identify words that have multiple meanings. ◆ Identify context clues using words/pictures. ◆ Identify idioms in a story. 	<ul style="list-style-type: none"> ◆ Match multiple meaning words to definitions. ◆ Match pictures or graphic to corresponding definition. ◆ Match an idiom to the literal meaning of the word . 	<ul style="list-style-type: none"> ◆ Determine the correct meaning of a word with multiple meanings (e.g., Complete a sentence with the correct picture/definition with multiple meanings). ◆ Identify and use context clues to determine the correct definition of words with multiple meanings (e.g., Given the sentence, "I used a saw to cut the tree" and two picture/word cards (saw -with eyes and saw with a saw) the student would underline "cut" and match the tool saw to the word. ◆ Given a sentence and two picture cards -one representing the literal and one representing the figurative meaning of an idiom -the student will determine which picture card best fits the sentence. 	Language	4.L.4 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.

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DC Strand	DC Standard*	Essential and Prioritized Skills	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Literary Text	4.LT-C.1. Identify similarities and differences between the characters or events in a story and the experiences in an author's life.	Compare characters or events in a story to author's life experiences.	<ul style="list-style-type: none"> ◆ Identify events that could happen in real life and those that could not. ◆ List the events that happen in the story. ◆ Sequence events in the author's life using a timeline. 	<ul style="list-style-type: none"> ◆ Classify events into those that happen in the author's life and those that did not. ◆ Using a graphic organizer to identify similarities between the author's life and the text. 	<ul style="list-style-type: none"> ◆ Answer questions about the similarities and differences of the author's life and the characters for the story. ◆ Complete a Venn Diagram (e.g., the student places information from the author's life on one side, the character's life on the other and similarities in the middle). 	Reading: Literature	3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Literary Text	4.LT-F.5. Explain how the plot, setting, or characters influence the events in a story using evidence from the text.	Understand how story elements influence the events of the story, using specific examples from the text.	<ul style="list-style-type: none"> ◆ Sequence major events of the story. ◆ Identify critical details, facts, key events, and/or people involved in a story or read aloud. ◆ Answer questions of who, what, where, when, or how. 	<ul style="list-style-type: none"> ◆ Match the characters with the appropriate action in the story. ◆ Match events of a story with a problem (cause and effect). 	<ul style="list-style-type: none"> ◆ Answer questions about the elements of the story and how they influence the events in the story. ◆ Explain how the story would be different if you changed one of the elements of the story (such as if you were the main character). ◆ Compare how two characters would solve a problem differently (e.g., identify a character and one trait of that character (Pippi Longstocking-brave) and then identify a second character and a different trait in that character (Annika-timid). Then, given 3 possible solutions to a problem, match a character to a solution that fits that trait). 	Reading: Literature	4.R.L.3 : 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).

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Literary Text	4.LT-F.6. Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).	Describe character's traits, relationships, and feelings supported with text.	<ul style="list-style-type: none"> ◆ Locate feeling words/ in a story. ◆ Locate pictures expressing feelings in a story. ◆ Distinguish between people and places from a story. 	<ul style="list-style-type: none"> ◆ Identify a character in a story (e.g. using object). ◆ Identify a relationship from a story. ◆ Identify dialogue from a story. ◆ Identify feelings from a story 	<ul style="list-style-type: none"> ◆ Label the character's feelings at various times during the story. ◆ Match the character traits with the correct character of the story. ◆ Describe the character traits of the main characters in the text. ◆ Create a socio-gram (character web) of the characters in the text and their relationships. ◆ Describe the feelings or emotions of the characters to specific events that take place in the text. ◆ Match the character participating in an event and the feeling of that character associated with it as described in the story. 	Reading: Literature	<p>3.R.L.3 : Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>4.R.L.3 : 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).</p>
Literary Text	4.LT-G.2. Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	Compare/contrast forms of literature using structural elements.	<ul style="list-style-type: none"> ◆ Identify a poem. ◆ Identify a stanza. ◆ Identify dialogue. ◆ Define poetry and prose. ◆ Define fiction and nonfiction. 	<ul style="list-style-type: none"> ◆ Match a literature form to its appropriate definition. ◆ Given two different examples of literary forms, identify the requested form. 	<ul style="list-style-type: none"> ◆ Compare and contrast the structural elements of two different literary forms (e.g., use a graphic organizer to compare fiction/nonfiction, poetry/prose, etc. 	Reading: Literature	4.R.L.5 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

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Literary Text	4.LT-T.4. Compare the moral lessons of several fables.	Compare morals or fables.	<ul style="list-style-type: none"> ◆ Identify a moral. ◆ Identify a fable. ◆ Answer who/what questions about a fable. 	<ul style="list-style-type: none"> ◆ Identify the moral of fables. ◆ Match a familiar fable to the moral of the fable. 	<ul style="list-style-type: none"> ◆ Given several fables, identify which fables have morals that are similar or different. ◆ Compare and contrast at least three different morals from fables. ◆ Classify fables by their morals. 	Reading: Literature	2.R.L.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message.
Literary Text	4.LT-P.8. Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.	Recognize similarities of sounds in words and rhythmic patterns in poetry.	<ul style="list-style-type: none"> ◆ Clap (gesture, eye blinking) the rhythmic pattern of a familiar poem or son. ◆ Match words from a poem that have the same initial or final consonant. ◆ Match animal sound words with the animal. 	<ul style="list-style-type: none"> ◆ Determine rhymes in a poem. ◆ Match words with the same sounds (e.g., same vowel sound or same consonant sound). ◆ Define alliteration. 	<ul style="list-style-type: none"> ◆ Indicate (through yes or no questions) when a word's pronunciation sounds like its definition (onomatopoeia). ◆ Locate alliterative words in a poem. ◆ Locate alliteration in a poem. ◆ Find onomatopoeia in a poem (e.g. highlight "galoshes" as an example of onomatopoeia). 	Reading: Literature	2.R.L.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Literary Text	4.LT-P.9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).	Identify characteristics or structural elements of poetry.	<ul style="list-style-type: none"> ◆ identify key words/pictures as they relate to the topic of a poem (e.g. Langston Hughes' poem "A Dream Deferred"). ◆ Identify a key word or topic of a poem. 	<ul style="list-style-type: none"> ◆ Define free verse. ◆ Define imagery, rhyme or verse. ◆ Identify rhyming words in a poem. 	<ul style="list-style-type: none"> ◆ Identify the characteristics of a poetry given examples. ◆ Identify the structural elements of poetry given examples of each. ◆ Identify imagery in a poem. ◆ Classify text as a poem or narrative ◆ Identify a rhyme pattern in a poem. 	Reading: Literature	4.R.L.5 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

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DC Strand	DC Standard*	Essential and Prioritized Skills	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Informational Text	4.IT-E.1. Identify the purpose and main points of a text and summarize its supporting details.	Identify purpose or main points and summarize supporting details.	<ul style="list-style-type: none"> ◆ Identify characters in an informational text from non-informational text (stories, plays, poems, etc). ◆ Identify characters in an informational text. ◆ Identify a key detail (e.g., cats) in an informational text. 	<ul style="list-style-type: none"> ◆ identify main point (e.g., Match a cut out of the topic sentence to the topic sentence in the text). ◆ Identify the purpose (e.g. Choose the purpose from 3 different choices: to entertain, to inform, or to persuade). ◆ Identify supporting details (e.g., Make an outline of the main idea and supporting details of an informational text). ◆ Identify the purpose and supporting details of informational text ◆ Identify the main point and supporting details of informational text ◆ Identify critical details, facts, or key events involved in an informational text ◆ Identify main topic (e.g., cats make good pets; I hate cats) in an informational text 	Summarize the main idea and supporting details from an informational text passage (e.g., choose from a list of 3 different summary choices). Using pictures symbols or objects the student will identify the purpose and summarize supporting details.	Reading: Informational Text	4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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Informational Text	4.IT-E.2. Distinguish fact from opinion.	Distinguish fact from opinion.	Identify a fact or an opinion about a topic (e.g., cats have 4 legs; all cats are mean) from an informational text. Identify words that suggest opinion, (e.g. I like, I think, I believe, perhaps, I don't like, I don't, think, etc).	State opinion/reaction about a story, character or event in a non-fiction text. Answer questions about facts of a informational text.	Use fact and opinion (e.g., After reading an informational text create two statements one of which is based on facts in the text the other is fiction (made-up). Classify statement/picture/object presented as true (fact) or made-up (opinion) (e.g., student listens to biography paired with objects and then classifies statements from the story as fact or opinion). Determine if events are fact (e.g., Given a list of events from informational text, identify which ones are most likely to happen to them or someone they know).	Reading: Informational Text	3.R.1.6 Distinguish their own point of view from that of the author of a text.

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Informational Text	4.IT-E.3. Identify cause-and-effect relationships stated and implied.	Identify cause and effect relationships (stated and implied).	<ul style="list-style-type: none"> ◆ Sequence events in informational text. ◆ Identify the first event from a passage of informational text. 	<ul style="list-style-type: none"> ◆ Categorize events from informational text as either cause or effect. ◆ Given a specific event, list or match possible effects. 	<ul style="list-style-type: none"> ◆ Given a nonfiction passage in which the cause, event or action is implied, give a plausible cause or effect of the event or action. ◆ Match simple cause and effect pictures/concepts in informational text. ◆ Identify simple cause and effect action from informational text using pictures or words (e.g., Given a nonfiction passage identify the main action or behavior of the character and the effect on that character and/or other characters). ◆ Given a specific event with facts stated in the text, identify the specific effects of the event (e.g., Given a short informational text, identify the cause of a character's action or reaction). 	Reading: Informational Text	4.R.1.5 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.

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Informational Text	4.IT-DP.6. Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	Interpret information in graphic representations .	<ul style="list-style-type: none"> ◆ Locate common words, signs, symbols, or pictures that stand for words/have meaning in the environment (McDonalds, KFC, Popeye's, Chuck E. Cheese), (charts, maps and timelines). ◆ Identify graphic representations (charts, maps and timelines). ◆ Identify basic sight words in graphic representations within informational text (Dolch, Edmark, etc.). 	<ul style="list-style-type: none"> ◆ Locate facts from graphic representations such as charts, maps, diagrams, illustrations, tables, timelines found in informational text. ◆ Identify information in informational text (e.g., map of Washington, DC locate a monument). 	<ul style="list-style-type: none"> ◆ Use charts, maps, diagrams, illustrations, tables, and/or timelines to answer questions. ◆ Interpret key words in graphic representations within informational text using graphic representations. 	Reading: Informational Text	4.R.I.7 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.
Informational Text	4.IT-DP.7. Locate specific information from text (e.g., letters, memos, menus, directories, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	<ul style="list-style-type: none"> ◆ Recognize the meaning of symbols, pictures, signs in the environment. ◆ Match symbols to corresponding words from the environment . ◆ Locate specific vocabulary in informational text (e.g. -c in the word cup). 	<ul style="list-style-type: none"> ◆ Identify a memo. ◆ Identify a schedule. ◆ Identify a recipe . 	<ul style="list-style-type: none"> ◆ Match specific information to informational text (e.g., match the day of the week to the day of the week in the schedule). ◆ Identify words used in daily schedule, recipes, job sequences, safety signs, etc. ◆ Locate information in a transportation schedule. ◆ Locate the answer to a question in appropriate informational text from the home, classroom or community environment. ◆ Use electronic directory to locate information. 	Reading: Informational Text	2.R.I.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CONTENT Reading/ELA
STRAND Language Development

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Language Development	4LD-V10	Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words (e.g., meaning of Greek root "graph" to understand the meaning of the words Telegraph, photographs, and autograph).	◆ Analyze the meaning of unfamiliar words using base words and affixes.
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
Language Development	<ul style="list-style-type: none"> ◆ Match definition/picture to the corresponding word ◆ Identify prefixes using words/pictures ◆ Identify suffixes using words/pictures ◆ Identify base words using words/pictures ◆ Locate unfamiliar words/pictures in text 	<ul style="list-style-type: none"> ◆ Match definitions to corresponding affixes ◆ Create a personal dictionary of words, suffixes and prefixes and the definitions ◆ Distinguish between suffixes and prefixes. ◆ Identify the base word in series of words with prefixes/suffixes ◆ Classify words as having the same or different base 	<ul style="list-style-type: none"> ◆ Use base word and add suffixes and/or prefixes to form and define new words (using picture cards, words, or objects) ◆ Compare a base word definition with the corresponding definition of the same word with an affix(e.g., match a picture of a happy girl to the base "happy" and a picture of an unhappy girl to the prefix "un")

General Education Example: Students are given a list of words that contain similar Greek roots (e.g., telephone, telescope; photograph, autograph). Students analyze the meanings of words through knowledge of the roots and affixes.

STRAND Language Development

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Language Development	4LD-V13	Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.	◆ Analyze context clues to determine the correct meaning of a word with multiple meanings.
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
Language Development	<ul style="list-style-type: none"> ◆ Identify words that have multiple meanings ◆ Identify context clues using words/pictures ◆ Identify idioms in a story 	<ul style="list-style-type: none"> ◆ Match multiple meaning words to definitions ◆ Match picture or graphic to corresponding definition ◆ Match an idiom to the literal meaning of the word 	<ul style="list-style-type: none"> ◆ Determine the correct meaning of a word with multiple meanings (e.g., Complete a sentence with the correct picture/definition with multiple meanings) ◆ Identify and use context clues to determine the correct definition of words with multiple meanings (e.g., Given the sentence, "I used a <u>saw</u> to cut the tree" and two picture/word cards (saw –with eyes and saw with a saw) the student would underline "cut" and match the tool saw to the word ◆ Given a sentence and two picture cards—one representing the literal and one representing the figurative meaning of an idiom--the student will determine which picture card best fits the sentence.

General Education Example: Students read The King Who Rained by Fred Wynne. They illustrate the figurative and literal meanings of common idioms and figurative phrases (e.g., "Please give me a hand." "Its raining cats and dogs.") on a folded sheet of paper.

FE'ECU/CIV
 STRAND Literary Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	4LT-C1	Identify similarities and differences between the characters or events in the story and the experiences in an author's life (e.g., Laura Ingalls Wilder and the Little House books.	<ul style="list-style-type: none"> ◆ Compare characters or events in a story to author's life experiences
Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Literary Text	<ul style="list-style-type: none"> ◆ Identify events that could happen in real life and those that could not ◆ List the events that happen in the story ◆ Sequence events in the author's life using a timeline 	<ul style="list-style-type: none"> ◆ Classify events into those that happen in the author's life and those that did not ◆ Use a graphic organizer to identify similarities between the author's life and the text. 	<ul style="list-style-type: none"> ◆ Answer questions about the similarities and differences of the author's life and the characters for the story. ◆ Complete a Venn Diagram (e.g., the student places information from the author's life on one side, the character's life on the other and similarities in the middle.)

General Education *Example: Students read excerpts from a biography of Laura Ingalls Wilder and discuss how she drew upon her personal experiences when she wrote Little House on the Prairie.*

DC CAS-Alt
 CONTENT Reading/ELA
 STRAND Literary Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	4LT-G2	Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	◆ Compare/contrast forms of literature using structural elements
Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Literary Text	<ul style="list-style-type: none"> ◆ Identify a poem ◆ Identify a stanza ◆ Identify dialogue ◆ Define poetry and prose ◆ Define fiction and nonfiction 	<ul style="list-style-type: none"> ◆ Match a literature form to its appropriate definition ◆ Given two different examples of literary forms, identify the requested form 	<ul style="list-style-type: none"> ◆ Compare and contrast the structural elements of two different literary forms (e.g., use a graphic organizer to compare fiction/nonfiction, poetry/prose, etc.) ◆ Distinguish among literary forms given a selection of structural elements (e.g., real vs. unreal, dialogue, stanzas, etc)

General Education Example: Students read a variety of materials and write a short anthology of works, including several genres of literature on an event or person in American history, or on a topic in science they have studied.

STRAND Literary Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	4LT-T4	Compare the moral lessons from several fables.	◆ Compare morals of fables
Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Literary Text	<ul style="list-style-type: none"> ◆ Identify a moral ◆ Identify a fable ◆ Answer who/what questions about a fable 	<ul style="list-style-type: none"> ◆ Identify the moral of fables ◆ Match a familiar fable to the moral of the fable 	<ul style="list-style-type: none"> ◆ Given several fables, identify which fables have morals that are similar or different ◆ Compare and contrast at least three different morals from fables. ◆ Classify fables by their morals

General Education Example: Students show how fables were often told to teach a lesson, as in Aesop's fable The Grasshopper and the Ant. Discuss how legends were often told to explain natural history, as in the stories about Johnny Appleseed or Paul Bunyan and Babe, the Blue Ox. Students use a graphic organizer to compare the morals of various stories.

CONTENT Reading/ELA
STRAND Literary Text

Grade 4					
Learning Standards as written			Essential and Prioritized Skill		
Literary Text	4LT-F5	Explain how the plot, setting, or characters influence the events in the story, using evidence from the text.	◆ Understand how story elements influence the events of the story, using specific examples from the text.		
Less Complex		Possible Entry Points		More Complex	
The student will:		The student will:		The student will:	
Literary Text	◆ Identify the characters of the story (<i>who is in the story</i>)	◆ Match the characters with the appropriate action in the story	◆ Answer questions about the elements of the story and how they influence the events in the story	◆ Explain how the story would be different if you changed one of the elements of the story (such as if you were the main character)	◆ Compare how two characters would solve a problem differently (e.g., identify a character and one trait of that character (Pippi Longstocking—brave) and then identify a second character and a different trait in that character (Annika—timid). Then, given 3 possible solutions to a problem, match a character to a solution that fits that trait)
	◆ Identify the setting of the story (<i>where the story takes place</i>) (e.g., Draw a picture of the setting using details from the story.)	◆ Match events of a story with a problem (cause and effect)			
	◆ Identify the main idea (<i>what happened in the story</i>)				
	◆ Define the terms plot, character, or setting				
	◆ Sequence major events of the story				
	◆ Identify critical details, facts, key events, and/or people involved in a story or read aloud				
	◆ Answer questions of who, what, where, when, or how				

General Education Example: The teacher reads The Friendship by Mildred Taylor and illustrates how to make judgments about the plot, setting, characters, and events and support them with evidence from the text. Students then select a book such as The Gold Cadillac, The Well, or Let the Circle be Unbroken by Taylor, and repeat the process. Groups of students share their book with another group.

DC CAS-Alt
 CONTENT Reading/ELA
 STRAND Literary Text

Grade 4				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	4LT-F6	Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).	♦ Describe character's traits, relationships, and feelings supported with text	
Less Complex		Possible Entry Points		More Complex
	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>	
Literary Text	<ul style="list-style-type: none"> ♦ Locate feeling words/ in a story ♦ Locate pictures expressing feeling in a story ♦ Distinguish between people and places from a story 	<ul style="list-style-type: none"> ♦ Identify a character in a story (e.g. using objects) ♦ Identify a relationship from a story ♦ Identify dialogue from a story ♦ Identify feelings from a story 	<ul style="list-style-type: none"> ♦ Label the character's feelings at various times during the story. ♦ Match the character traits with the correct character of the story ♦ Describe the character traits of the main characters in the text. ♦ Create a socio-gram (character web) of the characters in the text and their relationships. ♦ Describe the feelings or emotions of the characters to specific events that take place in the text ♦ Match the character participating in an event and the feeling of that character associated with it as described in the story. 	

General Education Example: Teacher gives pairs of students excerpts from Frindle by Andrew Clements. Students describe the major character using the dialogue and actions of the character.

STRAND Literary Text

Grade 4				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	4LT-P8	Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.	♦ Recognize similarities of sounds in words and rhythmic patterns in poetry	
Less Complex		Possible Entry Points		More Complex
	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>	
Literary Text	<ul style="list-style-type: none"> ♦ Clap (gesture, eye blinking) the rhythmic pattern of a familiar poem or song ♦ Match words from a poem that have the same initial or final consonant ♦ Match animal sound words with the animal 	<ul style="list-style-type: none"> ♦ Determine rhymes in a poem ♦ Match words with the same sounds (e.g., same vowel sound or same consonant sound) ♦ Define alliteration 	<ul style="list-style-type: none"> ♦ Indicate (through yes or no questions) when a word's pronunciation sounds like its definition (onomatopoeia) ♦ Locate alliterative words in a poem ♦ Locate alliteration in a poem ♦ Find onomatopoeia in a poem (e.g. highlight "galoshes" as an example of onomatopoeia) 	

General Education Example: Pairs of students are given poems with various rhythmic patterns including onomatopoeia, alliteration, and assonance. Students read the poems and identify the rhythmic pattern, then present it before the class. Classmates identify the pattern. Selections could include "The Fourth" by Shel Silverstein, "Surf" by Lillian Morrison, and "Galoshes" by Rhoda Bacmeister.

CONTENT Reading/ELA
 STRAND Literary Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	4LT-P9	Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).	◆ Identify characteristics or structural elements of poetry
Less Complex		Possible Entry Points	More Complex
Literary Text	The student will:	The student will:	The student will:
	<ul style="list-style-type: none"> ◆ Identify key words/pictures as they relate to the topic of a poem (e.g. Langston Hughes' poem "A Dream Deferred") ◆ Identify a key word or topic of a poem 	<ul style="list-style-type: none"> ◆ Define free verse ◆ Define imagery, rhyme or verse ◆ Identify rhyming words in a poem 	<ul style="list-style-type: none"> ◆ Identify the characteristics of a poetry given examples ◆ Identify the structural elements of poetry given examples of each ◆ Identify imagery in a poem ◆ Classify text as a poem or narrative ◆ Identify a rhyme pattern in a poem

General Education Example: Students read a range of poems from Lewis Carroll, Robert Frost, Rachel Field, and Langston Hughes and identify the structural elements and type of poetry.

STRAND Informational Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	4IT-E1	Identify the purpose and main points of a text and summarize its supporting details.	◆ Identify purpose or main points and summarize supporting details
Less Complex		Possible Entry Points	More Complex
Informational Text	The student will:	The student will:	The student will:
	<ul style="list-style-type: none"> ◆ Identify informational text from non-informational text (stories, plays, poems, etc.) ◆ Identify characters in an informational text ◆ Identify a key detail (e.g., cats) in an informational text 	<ul style="list-style-type: none"> ◆ Identify main point (e.g., Match a cut out of the topic sentence to the topic sentence in the text) ◆ Identify the purpose (e.g. Choose the purpose from 3 different choices: to entertain, to inform, or to persuade.) ◆ Identify supporting details (e.g., Make an outline of the main idea and supporting details of an informational text.) ◆ Identify the purpose and supporting details of informational text ◆ Identify the main point and supporting details of informational text ◆ Identify critical details, facts, or key events involved in an informational text ◆ Identify main topic (e.g., cats make good pets; I hate cats) in an informational text 	<ul style="list-style-type: none"> ◆ Summarize the main idea and supporting details from an informational text passage (e.g., choose from a list of 3 different summary choices) ◆ Using picture symbols or objects the student will identify the purpose and summarize supporting details

General Education Example: Students read Christopher Columbus by Stephen Krensky. In pairs they summarize important facts about Columbus' voyage, arrival, search for gold, failure to understand the treasures on the island, and return to Spain. Then students revise, edit, and illustrate their reports and display them in the classroom or library.

DC CAS-Alt

CONTENT Reading/ELA

STRAND Informational Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	4IT-E2	Distinguish fact from opinion.	◆ Distinguish fact from opinion
Less Complex		Possible Entry Points	More Complex
Informational Text	The student will:	The student will:	The student will:
	<ul style="list-style-type: none"> ◆ Identify a fact or an opinion about a topic (e.g., cats have 4 legs; all cats are mean) from an informational text ◆ Identify words that suggest opinion, (e.g. I like, I think, I believe, perhaps, I don't like, I don't, think, etc.) ◆ Identify words that suggest fact (e.g. the research shows, the author states, the text states) 	<ul style="list-style-type: none"> ◆ State opinion/reaction about a story, character or event in a non-fiction text ◆ Answer questions about facts of a informational text 	<ul style="list-style-type: none"> ◆ Use fact and opinion (e.g., After reading an informational text create two statements one of which is based on facts in the text the other is fiction (made-up)) ◆ Classify statement/picture/object presented as true (fact) or made-up (opinion) (e.g., student listens to biography paired with objects and then classifies statements from the story as fact or opinion) ◆ Determine if events are fact (e.g., Given a list of events from informational text, identify which ones are most likely to happen to them or to someone they know.) ◆ Identify statements that are facts

General Education Example: Students read a passage about President Lincoln. Students then underline the facts in red and the opinions in blue.

DC CAS-Alt

CONTENT Reading/ELA

STRAND Informational Text

Grade 4				
Learning Standards as written			Essential and Prioritized Skill	
Informational Text	4IT-E3	Identify cause-and-effect relationships (stated and implied).	◆ Identify cause and effect relationships(stated and implied)	
Less Complex		Possible Entry Points		More Complex
The student will:		The student will:		The student will:
Informational Text	<ul style="list-style-type: none"> ◆ Sequence events in informational text ◆ Identify the first event from a passage of informational text 	<ul style="list-style-type: none"> ◆ Categorize events from informational text as either cause or effect ◆ Given a specific event, list or match possible effects 	<ul style="list-style-type: none"> ◆ Given a nonfiction passage in which the cause, event or action is implied, give a plausible cause or effect of the event or action. ◆ Match simple cause and effect pictures/concepts in informational text ◆ Identify simple cause and effect action from informational text using pictures or words (e.g., Given a nonfiction passage identify the main action or behavior of the character and the effect on that character and/or other characters) ◆ Given a specific event with facts stated in the text, identify the specific effect of the event. (e.g., Given a short informational text, identify the cause of a character’s action or reaction) 	

General Education Example: Students read David McCauley’s The New Way Things Work, which details new machines and the latest innovations. Students identify what causes the various technologies to work.

STRAND Informational Text

Grade 4				
Learning Standards as written			Essential and Prioritized Skill	
Informational Text	4IT-DP6	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	◆ Interpret information in graphic representations	
Less Complex		Possible Entry Points		More Complex
The student will:		The student will:		The student will:
Informational Text	<ul style="list-style-type: none"> ◆ Locate common words, signs, symbols, or pictures that stand for words/have meaning in the environment (McDonalds, KFC, Popeyes, Chuck E. Cheese), (charts, maps and timelines) ◆ Identify graphic representations (charts, maps, timelines) ◆ Identify basic sight words in graphic representations within informational text (Dolch, Edmark, etc.) 	<ul style="list-style-type: none"> ◆ Locate facts from graphic representations such as charts, maps, diagrams, illustrations, tables, timelines found in informational text ◆ Identify information in informational text (e.g., map of Washington, DC locate a monument) 	<ul style="list-style-type: none"> ◆ Use charts, maps, diagrams, illustrations, tables, and/or timelines to answer questions ◆ Interpret key words in graphic representations within informational text (Find the correct Metro stop to go to the zoo) ◆ Answer questions about informational text using graphic representations 	

General Education Example: Students interpret a physical map of Washington D.C. including topography, waters, coastline, and climate.

DC CAS-Alt
 CONTENT Reading/ELA
 STRAND Informational Text

Grade 4					
Learning Standards as written			Essential and Prioritized Skill		
Informational Text	4IT-DP7	Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	◆ Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).		
Less Complex		Possible Entry Points		More Complex	
	<u>The student will:</u>	<u>The student will:</u>		<u>The student will:</u>	
Informational Text	<ul style="list-style-type: none"> ◆ Recognize the meaning of symbols, pictures, signs in the environment ◆ Match symbols to corresponding words from the environment ◆ Locate specific vocabulary in informational text (e.g. - c in the word cup) 	<ul style="list-style-type: none"> ◆ Identify a memo ◆ Identify a schedule ◆ Identify a recipe 		<ul style="list-style-type: none"> ◆ Match specific information to informational text (e.g., match the day of the week to the day of the week in the schedule) ◆ Identify words used in daily schedule, recipes, job sequences, safety signs, etc. ◆ Locate information in a transportation schedule ◆ Locate the answer to a question in appropriate informational text from the home, classroom or community environment ◆ Use electronic directory to locate information 	

General Education Example: Teacher gives students a list of 10 specific things they must find in a phone book (e.g., address to restaurant, phone number of the public library, a listing for a doctor, area code for Virginia, address of a post office close by, the address for CityHall).

DC CAS-Alt

Entry Points – Grade 4

Mathematics

Mathematics							
Fourth Grade							
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point	Entry Point More Complex	CCSS Strand	CCSS Matched Standard
Number Sense and Operations	4NSO-N1 Exhibit an understanding of the base-10 number system by reading, modeling, and writing whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.	Understand and apply the base ten system (e.g., 10 ones = 1 ten, 10 tens = 100 ones, 10 one hundreds = 1,000, etc.)	Write whole numbers Identify base ten numbers Match numerals to a set of objects	Use counting strategy to represent ones, tens, and/or hundreds Identify the value of each digit in a given number	Identify and order whole numbers Sort numbers in place value chart Write digits on a place value chart	Number and Operations in Base Ten	2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. 4.NBT.1. 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.
Number Sense and Operations	4NSO-C19 Demonstrate understanding of and ability to use the conventional algorithms for multiplication of up to a three-digit whole number by a two-digit whole number. Multiply three-digit whole numbers by two digit whole numbers accurately and efficiently.	Solve multiplication problems	Identify numbers and symbols (\times , $=$) in a multiplication problem Explain that multiplication is repeated addition	Skip count to get the product Match a multiplication problem to its equivalent repetitive addition problem ($3 \times 2 = 3 + 3$)	Solve a multiplication problem (e.g., using a calculator, manipulatives or a multiplication chart) Add equal groups of objects to represent and solve multiplication problems	Operations and Algebraic Thinking	3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Number Sense and Operations	4NSO-C20 Demonstrate understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders). Divide up to a three-digit whole number with a single-digit divisor accurately and efficiently. Interpret any remainders.	Use conventional procedures and formulas to solve division problems	Identify the divisor, dividend and quotient in a division problem Identify symbols which indicate division (e.g., /, etc.)	Sort objects into groups to find an answer (e.g., divide/sort objects to find out how many we each get) Sort objects into groups to represent a division problem	Use manipulatives to represent a division problem Solve a division problem Use a fact family triangle to explain a division problem	Operations and Algebraic Thinking	3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all p
Number Sense and Operations	4NSO-C25 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.	Apply operations to solve problems	Use objects to represent a simple addition, subtraction, multiplication, or division problem Use/select numbers to make addition, subtraction, multiplication, or division problems	Recognize the correct symbol for addition, subtraction, division, or multiplication problems Recognize key words to identify the operation of addition, subtraction, or multiplication in a word problem	Recognize and use the correct operation for addition, subtraction, multiplication, or division problems Solve problems involving addition, subtraction, multiplication or division	Operations and Algebraic Thinking	3.OA.8. Solve two-step word problems using the four operations. 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.

Number Sense and Operations	4NSO-F12 Select, use, and explain models to relate common fractions and mixed numbers (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$); find equivalent fractions, mixed numbers, and decimals.	Demonstrate understanding of equivalent forms of decimals and fractions	*Distinguish between parts and a whole *Split groups of objects into two, three, or four equal parts	*Identify parts of a whole ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, $1\frac{1}{2}$) written as a fraction *Identify parts of each set of fractions in written format *Identify mixed numbers or equivalent decimals	*Use a model to represent an equivalent fraction and decimal. (e.g., cutting a cake into equal portions and representing it with equivalent fractions and decimals) *Use task analysis to convert fraction to a decimal *Match a mixed number to a visual representation of that number (e.g., $1\frac{1}{2}$ to $1\frac{1}{2}$ apples) *Split groups of objects into equal parts and identify the fraction or decimal that matches	Number and Operations--Fraction	4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 4.NF.3.b. 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: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.
Patterns, Relations, & Algebra	4PRA-3 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.	Demonstrate understanding of mathematical relationships illustrated through various methods	*Recognize different types of graphs *Select numbers or use objects to make a number sentence or to show a relationship	*Describe information in a table *Distinguish between a mathematical pattern and a non-pattern *Define mathematical pattern	*Use a graphic representation to complete a number pattern (e.g., Function Table--complete an input/output chart) *Extend a mathematical pattern *Illustrate a number sentence as a picture	Operations and Algebraic Thinking	4.OA.5. 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.

Patterns, Relations, & Algebra	4PRA-4 Solve problems involving proportional relationships, including unit pricing (e.g., 4 apples cost 80 cents, so 1 apple costs 20 cents) and map interpretation (e.g., 1 inch represents 5 miles, so 2 inches represent 10 miles).	Solve problems involving proportional relationships	*Define proportions using fraction manipulatives *Identify numbers used in a proportion word problem	*Identify proportions in a word problem *Match a proportion to a graphical representation	*Solve a problem involving proportion (unit price, map interpretation) *Use a formula to translate a number into another ($x = 5$, $2x = 10$, etc.)	Ratios and Proportional Thinking	6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
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Measurement	4M1 Identify and use appropriate metric and U.S. Customary units and tools (e.g., ruler, protractor, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.	Identify and use appropriate units and tools to solve problems involving: length, area, volume, weight, time, angle size and/or temperature.	<ul style="list-style-type: none"> *Identify different angles *Identify numbers on a ruler in measuring activities *Identify which object is longer or shorter *Identify which set has more or less *Identify which object is heavy or light 	<ul style="list-style-type: none"> *Label measurement tools (rulers, measuring cups, etc.) *Match measurements and their names (one inch to a graphic representation of an inch) *Choose the right tool to measure temperature, length (e.g., less than a foot and more than a yard), volume, or angle size *Identify time to the minute on an analog and digital clock using a.m. and p.m. 	<ul style="list-style-type: none"> *Identify and use the tool and units to be used to measure items (water, cookies, etc.) *Choose the right tool and measure the length, width or height of items using inches *Choose the right tool to measure temperature, a variety of lengths (e.g., less than a yard), weight, and volume 	Measurement and Data	<p>3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
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CONTENT Mathematics
STRAND Number Sense & Operations

Grade 4

Learning Standards as written		Essential and Prioritized Skill
Number Sense and Operations	4NSO-N1 Exhibit an understanding of the base-10 number system by reading, modeling, and writing whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.	<ul style="list-style-type: none"> Understand and apply the base ten system (e.g., 10 ones = 1 ten, 10 tens = 100 ones, 10 one hundreds = 1,000, etc.)

Less Complex	Possible Entry Points	More Complex
<p><u>The student will:</u></p> <ul style="list-style-type: none"> Write whole numbers Identify base ten numbers Match numerals to a set of objects 	<p><u>The student will:</u></p> <ul style="list-style-type: none"> Use counting strategy to represent ones, tens, and/or hundreds. Identify the value of each digit in a given number. 	<p><u>The student will:</u></p> <ul style="list-style-type: none"> Identify and order whole numbers Sort numbers in place value chart Write digits on a place value chart

General Education Example

Example: Write the number that has 9 ten thousands, 4 thousands, 8 hundreds, 6 tens, and 2 ones.

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 4

Learning Standards as written

Essential and Prioritized Skill

Number Sense and Operations 4NSO-C19 Demonstrate understanding of and ability to use the conventional algorithms for multiplication of up to a three-digit whole number by a two-digit whole number. Multiply three-digit whole numbers by two digit whole numbers accurately and efficiently.

- ◆ Solve multiplication problems

Less Complex

Possible Entry Points

More Complex

The student will:

The student will:

The student will:

Computation and Operations

- ◆ Identify numbers and symbols(x,=) in a multiplication problem
- ◆ Explain that multiplication is repeated addition.

- ◆ Skip count to get the product
- ◆ Match a multiplication problem to its equivalent repetitive addition problem ($3 \times 2 = 3 + 3$)

- ◆ Solve a multiplication problem (e.g., using a calculator, manipulatives or a multiplication chart)
- ◆ Add equal groups of objects to represent and solve multiplication problems.

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 4

Learning Standards as written

Essential and Prioritized Skill

Number Sense and Operations 4NSO-C25 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

- ◆ Apply operations to solve problems

Less Complex

Possible Entry Points

More Complex

The student will:

The student will:

The student will:

Computation and Operations

- ◆ Use objects to represent a simple addition, subtraction, multiplication, or division problem
- ◆ Use/select numbers to make addition, subtraction, multiplication, or division problems

- ◆ Recognize the correct symbol for addition, subtraction, division, or multiplication problems.
- ◆ Recognize key words to identify the operation of addition, subtraction, or multiplication in a word problem.

- ◆ Recognize and use the correct operation for addition, subtraction, multiplication, or division problems.
- ◆ Solve problems involving addition, subtraction, multiplication or division

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 4

Learning Standards as written

Essential and Prioritized Skill

Number Sense and Operations 4NSO-F12 Select, use, and explain models to relate common fractions and mixed numbers (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$); find equivalent fractions, mixed numbers, and decimals.

- ◆ Demonstrate understanding of equivalent forms of decimals and fractions

Less Complex

Possible Entry Points

More Complex

The student will:

- ◆ Distinguish between parts and a whole.
- ◆ Split groups of objects into two, three, or four equal parts.

The student will:

- ◆ Identify parts of a whole ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, $1\frac{1}{2}$) written as a fraction
- ◆ Identify parts of each set of fractions in written format
- ◆ Identify mixed numbers or equivalent decimals

The student will:

- ◆ Use a model to represent an equivalent fraction and decimal. (e.g., cutting a cake into equal portions and representing it with equivalent fractions and decimals)
- ◆ Use task analysis to convert fraction to a decimal.
- ◆ Match a mixed number to a visual representation of that number (e.g., $1\frac{1}{2}$ to $1\frac{1}{2}$ apples)
- ◆ Split groups of objects into equal parts and identify the fraction or decimal that matches

Fractions

General Education Example

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

Grade 4

Learning Standards as written

Essential and Prioritized Skill

Patterns, Relations, & Algebra

4PRA-3

Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

- ◆ Demonstrate understanding of mathematical relationships illustrated through various methods

Less Complex

Possible Entry Points

More Complex

The student will:

The student will:

The student will:

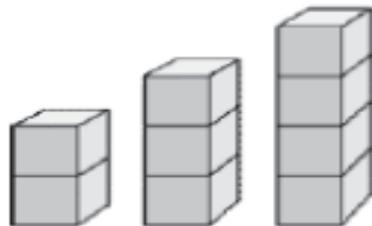
- ◆ Recognize different types of graph.
- ◆ Select numbers or use objects to make a number sentence or to show a relationship.

- ◆ Describe information in a table
- ◆ Distinguish between a mathematical pattern and a non-pattern
- ◆ Define mathematical pattern

- ◆ Use a graphic representation to complete a number pattern (e.g., Function Table -Complete an input/output chart)
- ◆ Extend a mathematical pattern
- ◆ Illustrate a number sentence as a picture

General Education Example

Example: How many squares make up the surface of each tower of cubes (including the top and bottom)? As the tower gets taller, how does the number change?



Number of cubes (N)	Number of squares on the surface
1	6
2	10
3	14
4	18

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

Grade 4

<p>Learning Standards as written</p> <p>Patterns, Relations, & Algebra</p>	<p>4PRA-4</p> <p>Solve problems involving proportional relationships, including unit pricing (e.g., 4 apples cost 80 cents, so 1 apple costs 20 cents) and map interpretation (e.g., 1 inch represents 5 miles, so 2 inches represent 10 miles).</p>	<p>Essential and Prioritized Skill</p> <p>◆ Solve problems involving proportional relationships</p>
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Less Complex	Possible Entry Points	More Complex
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<p><u>The student will:</u></p> <ul style="list-style-type: none"> ◆ Define proportions using fraction manipulatives. ◆ Identify numbers used in a proportion word problem. 	<p><u>The student will:</u></p> <ul style="list-style-type: none"> ◆ Identify proportions in word problems. ◆ Match a proportion to a graphical representation 	<p><u>The student will:</u></p> <ul style="list-style-type: none"> ◆ Solve a problem involving proportion (unit price, map interpretation) ◆ Use a formula to translate a number into another ($x = 5$, $2x = 10$, etc.)
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General Education Example

Example: Four apples cost 80 cents, so 1 apple costs ? cents; 1 inch represents 5 miles, so 2 inches represent ? miles.

CONTENT: Mathematics
STRAND: Measurement

Grade 4

Learning Standards as written

Essential and Prioritized Skills

Measurement 4M1 Identify and use appropriate metric and U.S. Customary units and tools (e.g., ruler, protractor, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.

Identify and use appropriate units and tools to solve problems involving: length, area, volume, weight, time, angle size and/or temperature.

Less Complex

Possible Entry Points

More Complex

The student will:

The student will:

The student will:

- ◆ Identify different angles.
- ◆ Identify numbers on a ruler in measuring activities
- ◆ Identify which object is longer or shorter
- ◆ Identify which set has more or less
- ◆ Identify which object is heavy or light

- ◆ Label measurement tools (rulers, measuring cups, etc.)
- ◆ Match measurements and their names (one inch to a graphic representation of an inch)
- ◆ Choose the right tool to measure temperature, length (e.g., less than a foot and more than a yard), volume, or angle size
- ◆ Identify time to the minute on analog and digital clock using a.m. and p.m.

- ◆ Identify and use the tool and units to be used to measure items (water, cookies, etc.)
- ◆ Choose the right tool and measure the length, width or height of items using inches
- ◆ Choose the right tool to measure temperature, a variety of lengths (e.g., less than a yard), weight, and volume.