Essential Elements for 4th grade 1st quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RL.4.1	Use details from the text to recount what the text says	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Can identify the behavior and actions of specific characters in a familiar story
			Proximal Precursor:	Student can identify the explicitly-stated actions of characters in a story
			Target:	Student can recount events from a narrative using details. They may not be able to provide a complete summary or tell the details in temporal order but the details are accurate
			Successor:	Can recount key details of a story
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RL.4.3	Use details from the text to describe characters in the story.	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can identify elements in a story (characters, other key details in the text) when asked
			Proximal Precursor:	Can identify the key elements in a story, including the main characters, setting, and the major events
			Target:	Can describe characters in a narrative using appropriate words, rather than reacting to/relying on the illustrations
			Successor:	Can use details from a narrative to describe characters, setting, and events (students may not identify specific key details, but are able to identify additional information about a story)
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RL.4.5	Identify elements that are characteristic of stories.	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events

		Distal Precursor:	When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objectsrepresenting the book pictures
		Proximal Precursor:	Can determine the events that occur at the beginning, middle, and end of a familiar, linear story
		Target:	The student can identify characteristic elements of stories in a text, including main character, setting, initiating and resolution events
		Successor:	The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting)

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
		EE.RI.4.1	Identify explicit details in an informational text.
		Initial Precursor:	Can indicate an objectwhen it is referred to by name
		Distal Precursor:	When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objectsrepresenting the book pictures
		Proximal Precursor:	Can identify the concrete details mentioned in beginner level informational texts
		Target:	Able to identify explicit details in an informational text
		Successor:	Can identify words or details to answer a question about explicit information presented in the text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
		EE.RI.4.2	Identify the main idea of a text when it is explicitly stated
		Initial Precursor:	Can indicate an object when it is referred to by name
		Distal Precursor:	When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objectsrepresenting the book pictures

	Proximal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
	Target:	Can identify the overall, general topic of any brief (no more than a paragraph) familiar informational text
	Successor:	Can determine which words contained in an informational text relate to the topic of the text

Math

Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)		
		4.NF.1-2	Identify models of one half (1/2) and one fourth (1/4).	
			Initial Precursor:	Recognize separateness Recognize wholeness
			Distal Precursor:	Partition shapes
			Proximal Precursor:	Partition any shapes into equal parts
			Target:	Recognize one half on an area model Recognize one fourth on an area model
			Successor:	Recognize halves on an area model Recognize fourths on an area mode
Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)		
		4.NF.3	Differentiate between whole and half	
			Initial Precursor:	Recognize wholeness Recognize separateness
			Distal Precursor:	Partition shapes
			Proximal Precursor:	Recognize parts of a given whole or a unit Explain unit fraction
			Target:	Recognize fraction Recognize one half on an area model Recognize whole on an area mode
			Successor:	Recognize one fourth on an area model Recognize halveson an area model Recognize fourths on an area model
Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			

Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets		
		4.NBT.2	Compare whole numbers to 10 using symbols (<, >, =).	
			Initial Precursor:	Recognize set Recognize separateness
			Distal Precursor:	Count all objects in a set or subset Recognize same number of Recognize different number of
			Proximal Precursor:	Compare 2 quantities up to 10 using models
			Target:	Compare 2 numerals up to 10 using symbols (=,<,>)
			Successor:	Order more than 2 one-digit numerals or quantities from greatest to least Compare 2 numerals up to 100 using symbols (=, <, >) Order more than 2 one-digit numerals or quantities from least to greatest
Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets		
		4.NBT.3	Round any whole number 0-30 to the nearest ten.	
			Initial Precursor:	Use perceptual subitizing
			Distal Precursor:	Recognize a unit Explain ten as a composition of ten ones Recognize ten and something Recognize multiple tens and something Decompose numbers based on tens
			Proximal Precursor:	Explain place value for ones and tens Explain the relationship between rounding and place value
			Target:	Round whole numbers from 0-30 to the nearest ten
			Successor:	Round whole numbers 0-100 to the nearest ten Round whole numbers to the nearest hundred

Physical Education

T: Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
T: Set personal fitness goals
T: Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing)
T: Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)

Essential Elements for 4th grade 2nd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RI.4.3	Identify an explicit detail that is related to an individual, event or idea in a historical, scientific, or technical text.	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
			Proximal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
			Target:	Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text
			Successor:	Can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
		EE.RI.4.5	Identify elements that are characteristic of informational texts.	
			Initial Precursor:	Can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarity or difference based on the physical characteristics of objects
			Distal Precursor:	When shown a familiar book ("familiar" means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objectsrepresenting the book pictures
			Proximal Precursor:	Understands that informational texts often provide pictures/illustrations or tactile graphics/objects that supplement the text and can help to provide information or clarify the text
			Target:	Can identify elements that are characteristic of informational texts. These elements in the presentation of information, which is organized using text features (that serve to organize information - titles, key words, illustrations/graphics, headings, etc.) and logical presentation of information (rather than event oriented structure). This latter piece will likely need to be introduced instructionally at this node, rather than formally assessed
			Successor:	Can determine if an informational text is providing information about events, giving directions, or providing information on a topic
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RL.4.2	Identify the theme or central idea of a familiar story, drama or poem	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Can identify the major events of a familiar story

			Proximal Precursor:	Can identify and recall how characters' actions affect the consequences that occur in the story afterwards
			Target:	Can identify the theme of a familiar story, which includes a short, concise sentence about the overall meaning of the narrative
			Successor:	Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RL.4.4	Determine the meaning of words in a text.	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different
			Proximal Precursor:	Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones
			Target:	Can identify simple semantic definitions for unambiguous words in a text
			Successor:	Can understand that words can have multiple meanings that may include a concrete and psychologicalmeaning (e.g.,"sweet")
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RL.4.6	Identify the narrator of a story	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can identify the behavior and actions of specific characters in a familiar story
			Proximal Precursor:	Student can identify the explicitly-stated actions of characters in a story
			Target:	Can determine who the narrator is in a story he or she is reading
			Successor:	Can determine what the point of viewfor the narrator of a story is

Math

Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.			
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations		
		4.NBT.4	Add and subtract two-digit whole numbers.	
			Initial Precursor:	Recognize subset Recognize set Recognize separateness
			Distal Precursor:	Combine sets Count all objects in a set or subset Partition sets

			Proximal Precursor:	Add within 10 Add within 20 Subtract within 20 Subtract within 10 Add within 5 Add 1,2, 3 and/or4 Add 1 and 1 Subtract 1 from 2 Subtract 1 from up to 5 Subtract within 5
			Target:	Add within 100 where all addends are multiple of 10 Add within 100 Add within 100 with a 2 digit number and a multiple of 10 Subtract within 100 where both numbers are multiple of 10 Subtract within 100 Subtract a multiple of 10 from a 2 digit number within 100
			Successor:	Solve addition word problems within 100 Solve subtraction word problems within 100
Major Claim	Students demonstrateincreasingly complex spatialreasoning and understanding ofgeometric principles.			
Conceptual Area	M.C2.1	Understand and use geometric properties of two-and three-dimensional shapes		
		4.G.1	Recognize parallel lines and intersecting lines	
			Initial Precursor:	Recognize attribute values
			Distal Precursor:	Recognize point
			Proximal Precursor:	Recognize line Recognize line segment
			Target:	Recognize intersecting lines/line segments Recognize parallel lines/line segments
			Successor:	Recognize perpendicular lines/line segments Recognize parallel line segments in a two-dimensional figure
Major Claim	Students demonstrateincreasingly complex spatialreasoning and understanding ofgeometric principles.			
Conceptual Area	M.C2.1	Understand and use geometric properties of two-and three-dimensional shapes		
		4.MD.5	Recognize angles in geometric shapes.	
			Initial Precursor:	Recognize attribute values
			Distal Precursor:	Recognize point
			Proximal Precursor:	Recognize line Recognize ray Recognize line segment
			Target:	Recognize angle

			Successor:	Make direct comparison of 2 angles
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.			
Conceptual Area	M.C2.1	Understand and use geometric properties of two-and three-dimensional shapes		
		4.MD.6	Identify angles as larger and smaller	
			Initial Precursor:	Recognize attribute values Recognize different Recognize same
			Distal Precursor:	Recognize different amount Recognize same amount
			Proximal Precursor:	Recognize more amount Recognize less amount
			Target:	Make direct comparison of 2 angles
			Successor:	Order more than 2 angles using direct comparison

Physical Education

T: Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15minute jog)
T: Recognize what systems work together to move your body (e.g., muscular and skeletal)
T: Apply rules and procedures to activities.
T: Identify safe and unsafe situations and respond appropriately.

Essential Elements for 4th grade 3rd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RI.4.4	Determine meaning of words in text.	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different
			Proximal Precursor:	Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones
			Target:	Can identify simple semantic definitions for unambiguous words in a text
			Successor:	Can understand that words can have multiple meanings that may include a concrete and psychologicalmeaning (e.g., "sweet")
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.RI.4.8	Identify one or more reasons supporting a specific point in an informational text.	
			Initial Precursor:	When attending, react to a change to an object or situation
			Distal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
			Proximal Precursor:	Can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader
			Target:	Can provide the reasons an author includes (i.e. details) that support the points of an informational text
			Successor:	Can find out how specific points made by an author in an informational text relate to the reasons supporting it
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.2	Construct understandings of text		
		EE.L.4.5.c	Demonstrate an understanding of opposites.	
			Initial Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Distal Precursor:	Can determine some of the relevant words for describing people, places, things, orevents familiar to the student

			Proximal Precursor:	Can provide real-life examples of words connected to a use (describe people who are friendly)
			Target:	Can demonstrate an understanding of words with opposite meaning (e.g. cold, hot, up, down)
			Successor:	Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.3	Integrate ideas and information from text		
		EE.RI.4.9	Compare details presented in two texts on the same topic	
			Initial Precursor:	Can indicate an object when it is referred to by name
			Distal Precursor:	Using their categorical knowledge, can make generalizations about the category to novel instances of that category
			Proximal Precursor:	Can determine when two different informational texts on the same topic make a similar point or statement
			Target:	Can compare informational texts on the same topic based on the specific details used to discuss the topic
			Successor:	Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic
Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C.2.1	Use writing to communicate		
		EE.L.4.2.a	Capitalize the first word in a sentence.	
			Initial Precursor:	Student understands that we use letters to write words. We don't use numbers, punctuation, or other symbols, and we don't draw pictures to represent the referent
			Distal Precursor:	Can recognize when a letter is uppercase and when it is lowercase
			Proximal Precursor:	Can indicate a knowledge that when a word is capitalized, the first letter in the word is in upper case
			Target:	Capitalizes the first letter of sentences
			Successor:	Capitalizes the correct words when writing a title

Math

Major Claim	Students demonstrateincreasingly complex spatialreasoning and understanding ofgeometric principles.			
Conceptual Area	M.C2.2	Solve problems involving area, perimeter, and volume		
		4.MD.3	Determine the area of a square or rectangle by counting units of measure (unit squares)	
			Initial Precursor:	Recognize some Recognize separateness
			Distal Precursor:	Recognize enclosure
			Proximal Precursor:	Explain unit square Explain area
			Target:	Calculate area by counting unit squares Calculate area of a rectangle with tiling
			Successor:	Solve word problems involving area of rectangles
Major Claim	Students demonstrateincreasingly complexunderstanding of measurement,data, and analytic procedures			
Conceptual Area	M.C3.1	Understand and use measurement principles and units of measure		
		4.MD.2.a	Tell time using a digital clock. Tell time to the nearest hour using an analog clock.	
			Initial Precursor:	Attend Recognize different
			Distal Precursor:	Recognize measureable attributes
			Proximal Precursor:	Recognize the hour hand Know hours on a clock Recognize the hour on a digital clock Recognize the minute hand Recognize the minute on a digital clock
			Target:	Tell time to the hour Read a digital clock
			Successor:	Tell time to the half hour Tell time to the quarter hour
Major Claim	Students demonstrateincreasingly complexunderstanding of measurement,data, and analytic procedures			
Conceptual Area	M.C3.1	Understand and use measurement principles and units of measure		
		4.MD.2.b	Measure mass or volume using standard tools.	
			Initial Precursor:	Recognize different Recognize same

			Distal Precursor:	Make direct comparison of 2 volumes Make direct comparison of 2 masses
			Proximal Precursor:	Measure volume using informal units Measure mass using informal units
			Target:	Use an appropriate tool to measure liquid volumes in cups Use an appropriate tool to measure mass in ounces Use an appropriate tool to measure mass in pounds
			Successor:	Estimate liquid volume in cups Estimate mass in ounces Estimate mass in pounds
Major Claim	Students demonstrateincreasingly complexunderstanding of measurement,data, and analytic procedures			
Conceptual Area	M.C3.1	Understand and use measurement principles and units of measure		
		4.MD.2.d	Identify coins (penny, nickel, dime, quarter) andtheir values.	
			Initial Precursor:	Attend
			Distal Precursor:	Recognize attribute values
			Proximal Precursor:	Recognize money
			Target:	State value of penny State value of nickel State value of dime State value of quarter Recognize penny Recognize nickel Recognize dime Recognize quarter
			Successor:	State the value of a penny related toa quarter State the value of a nickelrelatedto a quarter State the value of a penny related to a dime State the value of a penny related to a nickel State the value of a nickel related to a dime

Physical Education

T: Demonstrate locomotor, nonlocomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement

T: Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)
T: Apply fundamental and specialized skills in game situations

Essential Elements for 4th grade 3rd quarter

Language Arts

Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C2.1	Use writing to communicate		
		EE.L.4.2.d	Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns	
			Initial Precursor:	Student understands that we use letters to write words. We don't use numbers, punctuation, or other symbols, and we don't draw pictures to represent the referent
			Distal Precursor:	Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter
			Proximal Precursor:	Can produce a string of letters (student attempts to write words) by combining random letters
			Target:	Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word
			Successor:	Can spell words with inflectional endings (e.g., walked, eats, sleeping)
Major Claim	Students can produce writing for a range of purposes and audiences			
Conceptual Area	ELA.C2.1	Use writing to communicate		
		EE.W.4.2.b	List words, facts, or details related to the topic	
			Initial Precursor:	Can indicate an object when it is referred to byname
			Distal Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
			Proximal Precursor:	Can determine some of the relevant words for describing people, places, things, or events familiar to the student
			Target:	Can determine the words, facts, details, or other information that relate to a specific topic when preparing to write
			Successor:	Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic

Math

Major Claim	Students demonstrateincreasingly complexunderstanding of measurement,data, and analytic procedures.			
Conceptual Area	M.C3.2	Represent and interpret data displays		
		4.MD.4.b	Interpret data from a picture or bar graph.	
			Initial Precursor:	Classify Order objects
			Distal Precursor:	Recognize the structure of a bar graph Recognize the structure of a picture graph
			Proximal Precursor:	Use bar graphs to read the data Use picture graphs to read the data
			Target:	Use graphs to read between the data
			Successor:	Use graphs to read beyond the data
Major Claim	Students solve increasinglycomplex mathematical problems,making productive use of algebraand functions.			
Conceptual Area	M.C4.1	Use operations and models to solve problems		
		4.OA.1-2	Demonstrate the connection between repeated addition and multiplication.	
			Initial Precursor:	Recognize subset Recognize set Recognize separateness
			Distal Precursor:	Demonstrate the concept of addition Combine sets Combine
			Proximal Precursor:	Represent repeated addition with an equation Represent repeated addition with a model
			Target:	Demonstrate the concept of multiplication
			Successor:	Multiply by 5 Multiply by 4 Multiply by 3 Multiply by 2 Multiply by 1
Major Claim	Students solve increasinglycomplex mathematical problems,making productive use of algebraand functions.			
Conceptual Area	M.C4.1	Use operations and models to solve problems		
		4.OA.3	Solve one-step real-world problems using addition or subtraction within 100.	
			Initial Precursor:	Combine sets Partition sets
			Distal Precursor:	Demonstrate the concept of addition Demonstrate the concept of subtraction

			Proximal Precursor:	Determine the unknown in an addition equation Determine the unknown in a subtraction equation
			Target:	Solve subtraction word problems within 100 Solve addition word problems within 100
			Successor:	Solve 2-step addition and subtraction word problems
Major Claim	Students solve increasinglycomplex mathematical problems,making productive use of algebraand functions.			
Conceptual Area	M.C4.2	Understand patterns and functional thinking		
		4.OA.5	Use repeating patterns to make predictions	
			Initial Precursor:	Recognize attribute values Arrange objects in pairs
			Distal Precursor:	Recognize patterns
			Proximal Precursor:	Recognize symbolic patterns Recognize repeating patterns Recognize pictorial patterns
			Target:	Recognize the core unit in a repeated pattern
			Successor:	Extend a pictorial pattern by applying the rule Extend a symbolic pattern by applying the rule

Physical Education

T: Identify the proper techniques of specialized skills (e.g., law of opposition)
T: * Demonstrate competence in basic swimming strokes and safety skills in, on and around the water when facilities allow and is district approved (e.g., first-aid, water patrol, boater safety)
T: Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance.