

Oral Language	Reading	Writing	Grammar & Punctuation	Spelling & Vocabulary
<p>Students read fluidly with expression, intonation and pacing.</p> <p>Students make oral presentations of research with note cards, using eye contact, personal expression, and clarity.</p> <p>Students express independent ideas with clarity and focus.</p> <p>Students demonstrate increased social language skills through oral presentations with appropriate demeanor.</p> <p>Students are respectful and attentive members of the class, without reminders.</p>	<p>Reading Skills Students read fourth grade chapter books independently, using text-appropriate reading strategies, including use of text organizers such as the table of contents, glossary, captions, and index.</p> <p>Appropriate expression is demonstrated in oral readings. Expanded vocabulary is demonstrated through use of context cues and resource materials, such as the dictionary and thesaurus. Extended knowledge of genres is shown as students choose from realistic fiction, historical fiction, and fantasy; and non-fiction reading.</p> <p>Students use computer resource materials and nonfiction texts to locate information, demonstrating differentiation between fact and opinion.</p> <p>Students follow multi-step written directions.</p> <p>Comprehension and Analysis Understanding of literary elements of setting, plot, characters, and point of view is demonstrated in responses to issues and ideas raised, and connections to other authors, books, and perspectives.</p>	<p>Strategies and Applications Writing skill is reflected in fiction and nonfiction writing. Fiction contains a clear beginning, middle, and end. Expressive writing conveys students' feelings and opinions, and carefully chosen language is incorporated in original poetry, with guidance.</p> <p>Students write organized nonfiction pieces, including reports, letters, and lists. Proper paragraph form and attention to the use of strong verbs, interesting language, and dialogue is exhibited.</p> <p>Students seek feedback on writings and revise for clarity and enhancement of ideas by adding description and detail. The thesaurus, word lists, and other resources are used to make writing more effective, with guidance.</p> <p>Students edit for punctuation, including commas and apostrophes, and for spelling and grammar with knowledge of word parts; then publish writings in polished format. Students set writing goals.</p> <p>Written Conventions See Grammar and Punctuation.</p>	<p>Students demonstrate more complex writing through use of compound and expanded sentences, with appropriate use of commas.</p> <p>Students use correct spelling, grammar, and punctuation, including people's titles; and usage, including plurals and possessives.</p> <p>Students use adjectives and adverbs to enrich basic noun and verb expressions.</p> <p>Students identify, respond to, and use corresponding editing marks.</p>	<p>Scores 90% accuracy on weekly spelling tests. Uses references to independently check own work.</p> <p>Spells plural forms and homophones from 4th grade list with 80% accuracy (see list 4b). Makes at least a 15 point gain in orthographic features on the Johnston Elementary Spelling Inventory (<i>Words Their Way</i>), from base established at end of Grade 3.</p>

Editing Marks	Handwriting & Word Processing	Spanish	Math	Technology	Social Studies
<p>Students recognize confusing or awkward wording and edit for clear and precise meaning.</p> <p>Students understand and respond to all corresponding and previously-presented editing marks used on the Gateway Editing Chart. (See Addendum.)</p>	<p>Students will show improvement in both cursive and keyboarding.</p> <p>Students will type, with correct finger placement, at 15 w.p.m.</p> <p>Students will show facility in preparing assignments with either keyboard or cursive depending on personal choice.</p>	<p>Participation: Participates and attends when called upon 80% of the time. Begins to speak simple, guided sentences using rudimentary vocabulary modeled by the teacher.</p> <p>Comprehension and Response Comprehends grade-level textbook vocabulary in context and responds in a simple structured format.</p> <p>Content/Vocabulary Produces sounds of vowels and more consonants. Reads and comprehends simple dialogues and expanded sentences of 70% of grade-level vocabulary and grammar. Demonstrates knowledge of 80% of previous grade-level vocabulary.</p> <p>Writing Produces extensive, guided sentences and 3-4 sentence paragraphs.</p> <p>Grammar Understands four grammatical concepts introduced in textbook.</p> <p>Homework Completes homework with 80% accuracy and returns it on time 90% of the time.</p>	<p>Numbers and Operations Students use understanding of multiplication and division to develop fluency of operations, including the standard multiplication algorithm, and quick recall of multiplication and division facts. Students provide equivalent names for numbers, compare large numbers, and estimate sums with increased fluency. Students use dollars-and-cents notations accurately. Students identify whole and fractional parts of an object and of a collection of objects; and give equivalencies between hundredths-fractions, decimals and percents.</p> <p>Algebra Concepts and Functions Students extend numeric and nonnumeric patterns.</p> <p>Measurement and Geometry Students name, describe, draw, and label line segments, lines and rays; and angles, triangles, quadrangles.</p> <p>Statistics, Data Analysis, Probability Students use statistical landmarks maximum and minimum for accuracy.</p> <p>Mathematical Reasoning Students set up complex problems, construct models, and solve problems using calculations, and explain reasoning, employing grade-level skills.</p>	<p>General Computer Skills Correctly turns on and shuts down the computer. Understands basic file system (how to save, retrieve and find their files). Enters a URL into the browser location to access a web site (under supervision). Knows the basic parts of the computer by name. Identifies desktop icons for MS Word, Internet Explorer, Netscape, etc. Uses key words to search topics with support.</p> <p>Word-Processing Types text into a word processing documents at 15 WPM with accurate fingering. Formats text styles, colors, fonts, and size. Spell-checks a document. Uses left, center and right alignment formatting features. Inserts graphics into a word-processed document. Copies, cuts and pastes text and graphics with support. Uses basic paint and graphic tools. Demonstrates appropriate behavior for technology use, shows respect when using all technology equipment, and understands consequences for misuse of computers.</p>	<p>Social and Interpersonal Skills Kidpower; knows how to be aware of personal surroundings.</p> <p>Community Awareness and Understanding Develops an understanding of how to work with younger children through buddy class.</p> <p>Geographical, Cultural and Historical Understanding Recognizes the physical regions of California.</p> <p>Has an overview of California's human settlement.</p> <p>Understands sequence of Gold Rush and impact of mining on landscape.</p>

Science skills & Content	Art	Music	PE	Behavioral Expectations
<p>Physical Sciences Designs and builds simple series and parallel circuits by using components such as wires, batteries, and bulbs. (HOIS)</p> <p>Builds a simple compass and uses it to detect magnetic effects, including Earth's magnetic field. (HOIS)</p> <p>Knows electric currents produce magnetic fields and can build a simple electromagnet. (HOIS)</p> <p>Knows the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones. (HOIS)</p> <p>Knows electrically charged objects attract or repel each other; that magnets have a north and south pole and that like poles repel each other while unlike poles attract each other. (HOIS) Students know electrical energy can be converted to heat, light, and motion. (HOIS, TIS-Robotics)</p> <p>Life Sciences Knows plants are the primary source of matter and energy entering most food chains.</p> <p>Knows producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem. (MARE, Life Lab)</p> <p>Knows decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals. (Life Lab)</p> <p>Knows ecosystems can be characterized by their living and nonliving components. (Life Lab)</p> <p>Knows that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot</p>	<p>Understands how to replicate different values in a still life.</p> <p>Paints, draws or collages a landscape that shows the illusion of space.</p> <p>Distinguishes and describes representational, abstract and non-representational works of art.</p> <p>Creates a work of art with a focus on the use of negative space.</p> <p>Uses contrast of bright color against neutral color in a composition.</p> <p>Understands the concept of proportion (in a face or figure) as used in works of arts.</p>	<p>Demonstrates understanding of compositional structure and uses it to create well-crafted pieces.</p> <p>Plays 6-note recorder pieces.</p> <p>Sings 2-part songs.</p> <p>Draws on an expanding movement vocabulary to create dance/music pieces.</p> <p>Moves flexibly between leading and following in group creative endeavors.</p> <p>Makes suggestions based on concepts studied, for improving performances.</p> <p>Correctly reads notation for 6-note recorder pieces.</p>	<p>Movement Concepts Changes directions quickly to maintain spacing between two players. Determines spacing between offensive and defensive players based on the speed of the players.</p> <p>Manipulative Skills Throws and catches an object with a partner while both partners are moving. Throws overhand at increasingly smaller targets using proper follow through. Throws a flying disc for distance using the backhand movement pattern. Catches a fly ball. Kicks a ball to a moving partner using the inside of the foot and kicks a stationary ball from the ground into the air. Punts a ball dropped from the hands. Serves a lightweight ball to a partner using the underhand movement pattern. Strikes a gently tossed ball with a bat using side orientation. Keeps a foot-dribble ball away from a defensive partner. Manipulates an object with a long-handled implement. While stationary, stops a kicked ball by trapping it with the foot. Volleys a tossed lightweight ball using the forearm pass.</p> <p>Knowledge of Movement Concepts Explains the difference between offense and defense. Describes ways to create more space between an offensive player and a defensive player. Describes the difference between punting and kicking. Compares and contrasts dribbling a ball without a defender and with a defender. Identifies key body positions used for volleying a ball. Explains why flexibility is valuable when performing physical activities.</p> <p>Psychological and Sociological Concepts Accepts responsibility for own performance without blaming others. Responds to winning and losing with dignity and respect. Includes others in physical activities and respects individual differences in skill and motivation. Accepts an opponent's outstanding skill, use of strategies, or ability to work together as a challenge in physical activity settings.</p>	<p>Always checks that pencil is sharpened before class starts.</p> <p>Remembers to go to the bathroom before end of break.</p> <p>Walks around conversation when reminded.</p> <p>Can take effective initiative to correct an unfair situation.</p> <p>Will settle to assigned tasks with little or no supervision.</p>

(Science Goals continued)

survive at all. (Life Lab)

Knows many plants depend on animals for pollination and seed dispersal; animals depend on plants for food and shelter. (Life Lab)

Knows that most microorganisms do not cause disease and that many are beneficial. (Life Lab)

Earth Sciences

Differentiates among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle). (HOIS, LRE)

Identifies common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals using a table of diagnostic properties. (HOIS, LRE)

Investigation and Experimentation

Differentiates observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.

Measures and estimate the weight, length, or volume of objects.

Formulates and justify predictions based on cause-and-effect relationships.

Conducts multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.

Constructs and interprets graphs from measurements.

Follows a set of written instructions for a scientific investigation.

(All of the above covered in MARE, HOIS, Life Lab, Everyday Math)

Earth Sciences 2008-2009

Knows some changes in the earth are due to slow processes, such as erosion; some due to rapid processes, such as landslides, volcanic eruptions, and earthquakes. (LRE)

Knows natural processes, including freezing, thawing and the growth of roots, cause rocks to break down into smaller pieces. (HOIS)

Knows moving water erodes and reshapes landforms by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition). (HOIS, LRE)