VOLUNTOWN PUBLIC SCHOOLS

ELEMENTARY STANDARDS-BASED REPORT CARD PARENT GUIDELINES

FOR

FOURTH GRADE

ENGLISH LANGUAGE ARTS			
*	**Trimester 1 Indicators (November)**	**Trimester 2 Indicators (March)**	**Trimester 3 Indicators (June)**
	Expected Performances: **<u>WRITING</u>** **<u>Text Types and Purposes:</u>** **• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** Not assessed this term. **• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** Students will write a three paragraph explanatory essay. **• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** Write one paragraph narratives. **<u>Production and Distribution of Writing:</u>** **• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** Complete a graphic organizer plan, and revise and edit writing piece with a teacher.	**Expected Performances:** **<u>WRITING</u>** **<u>Text Types and Purposes:</u>** **• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** Write a three paragraph opinion piece. **• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** Write a four paragraph explanatory essay. **• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** Write two paragraph narratives. **<u>Production and Distribution of Writing:</u>** **• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** Complete a graphic organizer plan, and revise and edit writing piece with a peer and teacher.	**Expected Performances:** **<u>WRITING</u>** **<u>Text Types and Purposes:</u>** **• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** Write a four paragraph opinion piece with two distinct main ideas and supporting details. **• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** Write a five paragraph explanatory essay. **• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** Not assessed this term. **<u>Production and Distribution of Writing:</u>** **• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** Complete a graphic organizer plan, and revise and edit writing piece with a peer and teacher.

	LANGUAGE **Conventions of Standard English:** **• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** Speak and write in complete sentences. Students will identify nouns, verbs, and adjectives and use them effectively in their writing. **• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** Capital letters correctly at the beginning of sentences and proper nouns. Students will end sentences with correct punctuation. Students will spell fourth grade level frequency words correctly. **Vocabulary Acquisition and Use:** **• Determine the meaning of unknown and multi-meaning words and phrases using context clues.** Use other words in the sentence or paragraph to figure out the meaning of unknown words. **• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** Not assessed this term.	**LANGUAGE** **Conventions of Standard English:** **• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** Speak and write in complete sentences. Students will identify nouns, verbs, irregular verbs, and adjectives and use them effectively in their writing. **• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** Capital letters correctly at the beginning of sentences and proper nouns. Students will end sentences with correct punctuation. Students will spell fourth grade level frequency words correctly. **Vocabulary Acquisition and Use:** **• Determine the meaning of unknown and multi-meaning words and phrases using context clues.** Use other words in the sentence or paragraph to figure out the meaning of unknown words. **• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** Students will identify similes and metaphors in texts. Effectively use vivid verbs in their writing.	**LANGUAGE** **Conventions of Standard English:** **• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** Speak and write in complete sentences. Students will identify nouns, verbs, irregular verbs, adjectives, and adverbs and use them correctly in their writing. **• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** Use capital letters correctly at the beginning of sentences and proper nouns. Students will end sentences with correct punctuation. Students will spell fourth grade level frequency words correctly. **Vocabulary Acquisition and Use:** **• Determine the meaning of unknown and multi-meaning words and phrases using context clues.** Use other words in the sentence or paragraph to figure out the meaning of unknown words. **• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** Students will identify similes and metaphors in texts, and use similes in their own writing Identify similes, metaphors, and hyperboles. Students will effectively use similes and metaphors in their writing.

READING			
*	**Trimester 1 Indicators (November)**	**Trimester 2 Indicators (March)**	**Trimester 3 Indicators (June)**
	Expected Performances: **FOUNDATIONAL SKILLS** **Fluency:** **• Reads with sufficient accuracy and fluency to support comprehension.** Reads texts at a reading level that is equivalent to a **DRA2 Level 38.** Reads at least 70 words per minute with 96% accuracy with grade level text. **LITERATURE** **Key Ideas and Details:** **• Refer to details and examples in a text when exploring what the text says explicitly and when drawing inferences from the text.** Answer questions about characters in the text and cite details from the text that led to the answer. **• Determine theme of a text using details; summarize the story.** Students will write scaffolded summaries. **• 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).**	**Expected Performances:** **FOUNDATIONAL SKILLS** **Fluency:** **• Reads with sufficient accuracy and fluency to support comprehension.** Reads at least 100 words per minute with 97% accuracy with grade level text. **LITERATURE** **Key Ideas and Details:** **• Refer to details and examples in a text when exploring what the text says explicitly and when drawing inferences from the text.** Able to make inferences about the text and cite details from the text that led to that conclusion. **• Determine theme of a text using details; summarize the story.** Student will write a summary of a text including the main events. **• 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).**	**Expected Performances:** **FOUNDATIONAL SKILLS** **Fluency:** **• Reads with sufficient accuracy and fluency to support comprehension.** Reads texts at a reading level that is equivalent to a **DRA2 Level 40**. Reads at least 105 words per minute with 97% accuracy with grade level text. **LITERATURE** **Key Ideas and Details:** **• Refer to details and examples in a text when exploring what the text says explicitly and when drawing inferences from the text.** Able to make inferences about the text and cite details from the text that led to that conclusion. **• Determine theme of a text using details; summarize the story.** Student will write a summary of a text including the main events. **• 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).**

	Identify the main characters, setting, and events in a story. **Craft and Structure:** **• Determine meaning of words including those that allude to characters.** Examine character traits of main characters. **• Explain major differences in text genres.** Identify mystery, fiction, non fiction. **• Compare and contrast the point of view from which different stories are narrated, including the difference between first-person and third-person narrations.** Recognize the difference between a story written in first and third-person. **Integration of Knowledge and Ideas:** **• Compare and contrast different media versions of a text.** Compare and contrast online articles. **• Compare and contrast themes and topics from different cultures.** Examine themes from two different cultures. **INFORMATIONAL TEXT** **Key Ideas and Details:** **• Use details in a text when answering explicit and inferential questions.** Students will write responses to questions giving explicit evidence from the text to support their answers.	Describe the main characters, setting, problem and solution, and important events in a story. **Craft and Structure:** **• Determine meaning of words including those that allude to characters.** Create character charts of characters in a text. **• Explain major differences in text genres.** Identify historical fiction, informational text and author's purpose. **• Compare and contrast the point of view from which different stories are narrated, including the difference between first-person and third-person narrations.** Compare and contrast two stories written from 2 different points of view. **Integration of Knowledge and Ideas:** **• Compare and contrast different media versions of a text.** Compare written text with video presentation. **• Compare and contrast themes and topics from different cultures.** Examine themes from two different cultures. **INFORMATIONAL TEXT** **Key Ideas and Details:** **• Use details in a text when answering explicit and inferential questions.** Students will write responses to questions giving explicit evidence from the text to support their answers.	Describe the main characters, setting, problem and solution, and important events in a story. **Craft and Structure:** **• Determine meaning of words including those that allude to characters.** Create character charts of characters in a text. **• Explain major differences in text genres.** Identify fiction, informational text, persuasive essay and author's purpose. **• Compare and contrast the point of view from which different stories are narrated, including the difference between first-person and third-person narrations.** Compare and contrast the same topic written from 2 different points of view. **Integration of Knowledge and Ideas:** **• Compare and contrast different media versions of a text.** Compare written text with video presentation. **• Compare and contrast themes and topics from different cultures.** Examine themes from two different cultures. **INFORMATIONAL TEXT** **Key Ideas and Details:** **• Use details in a text when answering explicit and inferential questions.** Students will write responses to questions giving explicit evidence from the text to support their answers.

	• Determine the main idea of a text and explain how it is supported by key details; summarize the text. Identify the main idea and supporting details. Students will write a scaffolded summary. **• Explain events, procedures, ideas or concepts in text in depth.** Retell the sequence of events and ideas. **<u>Craft and Structure:</u>** **• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.** Identify and determine the meaning of content and academic words in any given text. Define the meaning of the word and use it in appropriate context. **• 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.** Identify and determine the structure of a text. Use the structure of the text to support understanding. **• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.** Compare and contrast information presented in firsthand and secondhand accounts of texts.	**• Determine the main idea of a text and explain how it is supported by key details; summarize the text.** Identify the main idea and supporting details. Students will write a summary. **• Explain events, procedures, ideas or concepts in text in depth.** Retell the sequence of events and ideas, and explain ideas. **<u>Craft and Structure:</u>** **• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.** Identify and determine the meaning of words in any given text. Define the meaning of the word and use it in appropriate context. **• 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.** Identify and determine the structure of a text. Use the structure of the text to support understanding. **• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.** Compare and contrast information presented in firsthand and secondhand accounts of texts.	**• Determine the main idea of a text and explain how it is supported by key details; summarize the text.** Identify the main idea and supporting details. Students will write a summary including only the main events. **• Explain events, procedures, ideas or concepts in text in depth.** Retell the sequence of events and ideas, and explain ideas. **<u>Craft and Structure:</u>** **• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.** Identify and determine the meaning of words in any given text. Define the meaning of the word and use it in appropriate context. **• 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.** Identify and determine the structure of a text. Use the structure of the text to support understanding. **• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.** Compare and contrast information presented in firsthand and secondhand accounts of texts. Identify the

	Identify the differences in focus of the information and understand each point of view. **Integration of Knowledge and Ideas:** • **Explain how an author uses reasons and evidence to support particular points in a text.** Identify reasons and evidence in the text to support points. • **Explain how an author uses reasons and evidence to support particular points in a text.** Summarize and explain the evidence and reasons an author uses to support his/her points in a text. • **Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** Not assessed this term.	Identify the differences in focus of the information and understand each point of view. **Integration of Knowledge and Ideas:** • **Explain how an author uses reasons and evidence to support particular points in a text.** Identify reasons and evidence in the text to support points. • **Explain how an author uses reasons and evidence to support particular points in a text.** Summarize and explain the evidence and reasons an author uses to support his/her points in a text. • **Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** Integrate knowledge from two texts and speak to class about it.	differences in focus of the information and understand each point of view. **Integration of Knowledge and Ideas:** • **Explain how an author uses reasons and evidence to support particular points in a text.** Identify and explain reasons and evidence in the text to support the author's points. • **Explain how an author uses reasons and evidence to support particular points in a text.** Summarize and explain the evidence and reasons an author uses to support his/her points in a text. • **Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** Integrate knowledge from two texts and write about it.

MATHEMATICS			
*	**Trimester 1 Indicators (November)**	**Trimester 2 Indicators (March)**	**Trimester 3 Indicators (June)**
	Expected Performances: **<u>Operation and Algebraic Thinking:</u>** **• Use the four operations with whole numbers to solve problems.** Interpret equations with all four operations as a comparison. Ex: 35 = 5 X 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Uses drawings and equations with a symbol for the unknown number to solve word problems using all four operations. **• Gains familiarity with factors and multiples.** Finds all factor pairs for a whole number in the range of 1-50. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-50 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-50 is prime or composite.	**Expected Performances:** **<u>Operation and Algebraic Thinking:</u>** **• Use the four operations with whole numbers to solve problems.** Interpret equations with all four operations as a comparison. Ex: 35 = 5 X 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Uses drawings and equations with a symbol for the unknown number to solve word problems using all four operations. **• Gains familiarity with factors and multiples.** Finds all factor pairs for a whole number in the range of 1-75. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-75 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-75 is prime or composite.	**Expected Performances:** **<u>Operation and Algebraic Thinking:</u>** **• Use the four operations with whole numbers to solve problems.** Interpret equations with all four operations as a comparison. Ex: 35 = 5 X 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Uses drawings and equations with a symbol for the unknown number to solve word problems using all four operations. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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. **• Gains familiarity with factors and multiples.** Finds all factor pairs for a whole number in the range of 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

	• **Recognizes, analyzes and generates patterns.** Skills not assessed at this time.	• **Recognizes, analyzes and generates patterns.** 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.*	• **Recognizes, analyzes and generates patterns.** 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.* Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compares two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Use place value understanding to round multi-digit whole numbers to any place.
	Number and Operations in Base Ten:	**Number and Operations in Base Ten:**	**Number and Operations in Base Ten:**
	• **Generate place value understanding for multi-digit whole numbers.** 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 ÷ 70 = 10 by applying concepts of place value and division*. Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compares two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Use place value understanding to round multi-digit whole numbers to any place.	• **Generate place value understanding for multi-digit whole numbers.** 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 ÷ 70 = 10 by applying concepts of place value and division*. Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compares two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Use place value understanding to round multi-digit whole numbers to any place.	• **Generate place value understanding for multi-digit whole numbers.** Skills not assessed at this time.
	• **Fluently add and subtract multi-digit whole numbers.** Fluently add and subtract multi-digit whole numbers using the standard algorithm.	• **Fluently add and subtract multi-digit whole numbers.** Fluently add and subtract multi-digit whole numbers using the standard algorithm.	• **Fluently add and subtract multi-digit whole numbers.** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

	• Fluently multiply and divide multi-digit whole numbers. Multiply a whole number of up to 2 digits by a 1 digit number using strategies based on place value and the property of operations.	**• Fluently multiply and divide multi-digit whole numbers.** Multiply a whole number of up to 3 digits by a 1 digit number using strategies based on place value and the property of operations. Multiply two 2-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**• Fluently multiply and divide multi-digit whole numbers.** Multiply a whole number of up to 4 digits by a 1 digit number using strategies based on place value and the property of operations. Multiply two 2-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models
	<u>Number Operations and Fractions:</u> **• Extend understanding of fraction equivalence and ordering.** Skill not assessed at this time.	**<u>Number Operations and Fractions:</u>** **• Extend understanding of fraction equivalence and ordering.** Explain why a fraction is equivalent to another fraction by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**<u>Number Operations and Fractions:</u>** **• Extend understanding of fraction equivalence and ordering.** Explain why a fraction is equivalent to another fraction by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

	• Build Fractions from unit fractions. Skill not assessed at this time.	**• Build Fractions from unit fractions.** Skill not assessed at this time.	**• Build Fractions from unit fractions.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 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: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8*. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
	• Understand decimal notation for fractions, and compare decimal fractions. Skill not assessed at this time.	**• Understand decimal notation for fractions, and compare decimal fractions.** Skill not assessed at this time.	**• Understand decimal notation for fractions, and compare decimal fractions.** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100*. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram*. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results

			of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
	Measurement and Data:	**Measurement and Data:**	**Measurement and Data:**
	• Solve problems involving measurement and conversion of measurements from a larger to smaller unit. Skill not assessed at this time.	**• Solve problems involving measurement and conversion of measurements from a larger to smaller unit.** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)*. Use the four operations to solve word problems involving distances,, liquid volumes, and masses of objects, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**• Solve problems involving measurement and conversion of measurements from a larger to smaller unit.** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)*. Use the four operations to solve word problems involving intervals of time, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*.
	• Represent and interpret data. Skill not assessed at time.	**• Represent and interpret data.** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection*.	**• Represent and interpret data.** Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection*.

	• Understand concepts of angles and measure angles. Skill not assessed at this time.	**• Understand concepts of angles and measure angles.** Skill not assessed at this time.	**• Understand concepts of angles and measure angles.** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
	<u>Geometry:</u> **• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** Skill not assessed at this time.	**<u>Geometry:</u>** **• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** Skill not assessed at this time.	**<u>Geometry:</u>** **• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.