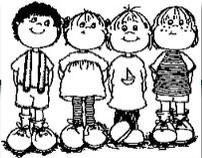


Work Habits

- **Work Quality** The work is carefully done, demonstrating a genuine effort.
- **Use of Time** Student often maximizes class time by staying on task, completing work and asking for help.
- **Timeliness** Work is consistently done in a timely manner.
- **Preparation** The student is often prepared for required tasks.
- **Following Directions** Directions are often followed without question or hesitation.
- **Respect for Self / Others** The student often shows consistent concern for his/her and others' feelings, personal space, belongings and ideas.
- **Behavior/Responsibility** Student's behaviors are generally in line with classroom and school expectations.
- **Contributions** The student often participates and brings informed discussion to the class. and school expectations.



SAFE RESPECTFUL RESPONSIBLE

Grade 4 Overview

MATH

- **Operations and Algebraic Thinking**
- **Number and Operation in Base Ten**
- **Number and Operations - Fractions**
- **Data and Measurement**
- **Geometry**

READING

- **Literature**
- **Informational**
- **Foundational Skills**
- **Grammar**

USING THE WRITING PROCESS

- **Informational**
- **Opinion**
- **Narrative**

SCIENCE

- **Matter and Energy**
- **Organisms: characteristics and classification**
- **Ecosystems**

SOCIAL STUDIES

- **Early People; culture-colonization**
- **Economics**
- **Geography: US Regions**
- **American Revolution**

MSAD #72



Standards Based Education

Standards based education defines exactly what students should know and be able to do from one level to the next in all subjects.

Expectations will be consistent from class to class and school to school. Standards will be clearly defined so teachers know exactly what they are expected to teach and students are expected to learn.

This brochure shows standards that fourth graders should know and be able to do in the areas of Math and English Language Arts. Another brochure is available that shows what students should know and be able to do in Music, Art, and PE. Through careful guidance and monitoring, teachers, students and families will be able to keep track of the progress the students are making and make goals to further their learning.

Math



Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Number and Operations in Base Ten

- Generalize place value understanding for multidigit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

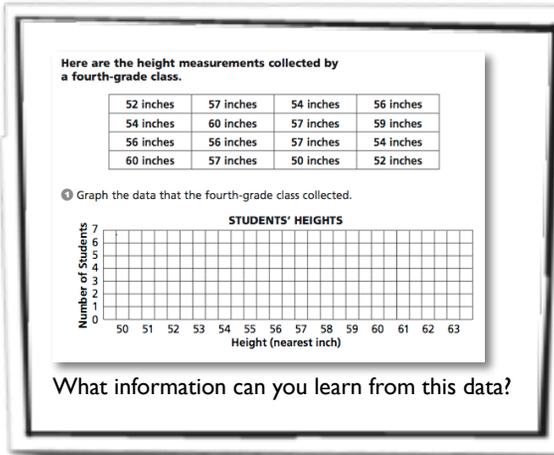
Find the product. Use words, pictures, or numbers to explain your thinking.

$$3625$$

$$\times 4$$

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.



Number and Operations / Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Write a decimal that is equivalent to $2\frac{6}{10} =$ _____

Write a fraction that is equivalent to $.75 =$ _____

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Fill in the blanks for these figures.

1  <u>2</u> pair(s) of parallel sides <u>2</u> pair(s) of equal sides <u>4</u> right angles	2  _____ pair(s) of parallel sides <u>2</u> pair(s) of equal sides _____ right angles
3  _____ pair(s) of parallel sides _____ pair(s) of equal sides _____ right angles	4  _____ pair(s) of parallel sides _____ pair(s) of equal sides _____ right angles

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

A family of two adults and three children are going to the fair. Use the ticket chart to solve the problems.

1. Tell what it would cost for this family to attend.

2. They are selling baked goods at the fair. You want to buy a plate with a dozen cookies for 5 tickets. Estimate how much each cookie on the plate costs.

Tickets	
Admission	
Adults	\$1.00
Children	50 ¢
Games, Food, and Activities	
1 ticket	25 ¢
5 tickets	\$1.00

Reading



LITERATURE

Key Ideas and details

- Refers to text when explaining , explicitly or inferentially, what text says..
- Summarizes text.
- Determine theme
- Describe in depth characters, settings, or events, drawing on specific details from text.

Craft and Structure

- Determine the meaning of words and phrases as they are used in the text.
- Explain the major difference between poems, drama, and prose, and refer to their structural elements.
- Compare and contrast the point of view from which different stories are narrated, including first and third person narrators.

Integration of Knowledge and Ideas

- Make connections between the text of a story or drama and a visual or oral presentation
- Compare and contrast the treatment of similar themes and topics as well as patterns of events in traditional literature from different cultures

Follow up from Gray Wolves

What questions did you have as you were reading the first part of this text?

1. _____

2. _____

3. _____

What do you think you will learn from reading the rest of this text?

1. _____

2. _____

3. _____

Write a summary of this book in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.

List 3 facts about gray wolves.

Gray Wolves
1. _____
2. _____
3. _____

Interpretation

Why do you think wolves are able to survive in the wild? _____

Reflection

What do you think is the most important thing about gray wolves? _____

Tell why you think this is important. _____

GRADE 4 SAMPLE

(excerpt from Poppy by Avi)

A thin crescent moon, high in the sky, shed faint white light over Dimwood Forest. Stars glowed. Breezes full of ripe summer fragrance floated over nearby meadow and hill. Dimwood itself, veiled in darkness, lay utterly still.

At the very edge of this forest stood an old charred oak on which sat a great horned owl. The owl's name was Mr. Ocax, and he looked like death himself.

- Read with sufficient accuracy (97%) and fluency (100 - 140 WPM) to support comprehension.

INFORMATIONAL

Key Ideas and details

- Refers to text when explaining , explicitly or inferentially, what text says.
- Determine main ideas and explain how it is supported by key details; summarize the text

Craft and Structure

- Determine the meaning of general academic and content specific words and phrases relevant to grade 4 subject or topic.
- Describe the overall structure of events, ideas, concepts or information.
- Compare and contrast a firsthand and secondhand account of the same event or topic.

Integration of Knowledge and Ideas

- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the understanding of the text.
- Explain how an author uses reasons and evidence to support particular points in a text..

Writing



Using the Writing Process

PLAN

DRAFT

(Opinion, Informational, Narrative)

REVISE

Focus on a topic and strengthen writing as needed by revising and editing.

EDIT

Edit for capitalization, punctuation, commas and quotation marks to mark direct speech and quotations from texts, commas before coordinating conjunction and appropriate use of possessives, and spelling of fourth grade words, consulting references as needed..

PUBLISH

Use technology to publish writing.

Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented

Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Write **informative/explanatory** texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Opinion Sample

Zoo Field Trip

Dear Mr. _____ and Mrs. _____,

We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife. If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see. Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,