At each grade level, teachers will continue to spiral expectations from previous grade levels.

Grade 4 Grade Level Expectations

Language Arts

Reading – Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

Word study

Students will be able to:

- know sounds for letter patterns common to multisyllable or low frequency words – ch as in machinery, chemistry, and chip.
- know sounds and meanings for a wide range of suffixes and prefixes.
- use context to read and understand words with more than one pronunciation – an object vs. to object.
- use letter-sound correspondence, structural analysis, and analogy to decode grade appropriate unfamiliar words in all content areas.

Fluency

Students will be able to:

- adjust reading rate to match text complexity, type of text and purpose for reading – skimming, scanning, close/careful reading for understanding.
- read aloud, while comprehending, unpracticed text with a fluency of 120-135 words per minute.

Vocabulary

Students will be able to:

- develop a high frequency word vocabulary list from literary and content area texts.
- identify specific words or phrases causing comprehension difficulties and apply strategies to support comprehension.
- explain common homophones, homographs – made/maid, lead pencil/to lead- multiple meaning words, and meanings of words specific to content areas.
- infer word meanings from common roots, prefixes, and suffixes.
- use new vocabulary from informational/expository text and literary/narrative text.
- understand and respond to words in directions.
- define words and concepts necessary for understanding math, science, social studies, literature and other content texts.
- explain that some words have a different meaning in a different context.
- apply the necessary strategy to better comprehend vocabulary.

Reading comprehension

Students will be able to:

- activate prior knowledge before reading.
- examine the text before reading.
- evaluate predictions and adjust as necessary.
- use cueing systems and context clues to determine word meanings.
- summarize information to maintain focus and provide clarity.
- use appropriate resources to locate information – index, glossary, dictionary, thesaurus, directory, websites.
- explain steps in a process.
- summarize information for main idea, important facts, details, and ideas.
- describe the components of setting – time, location, descriptive surroundings.
- infer characteristics, setting, plot events, theme, and conflict.
- identify and explain elements of literary forms – poetry, short story, biography, narrative, journalistic writing.
- distinguish fact vs. opinion in text.
- use multiple texts to compare and contrast characters, settings, plots, themes, conflicts, and points of view.
- recognize organizational patterns of text – main idea and supporting details.
- determine character traits, using knowledge of the characters' situations.
- identify and explain the difference between first-, second- and third-person point of view.
- determine an author's purpose for including or omitting details and for choosing a genre.
- analyze how characters deal with diversity or adversity relating to real world situations.
- identify the best/worst part of an event or situation in text.
- identify literacy devices the author uses to appeal to the reader – humor/imagery.
- identify and explain the author's use of metaphor and onomatopoeia.
- synthesize information in the text to extend the meaning.
- recognize and discuss an author's values, ethics, and beliefs included in many texts.
- make generalizations about a topic after reading more than one text.

Reading reflection/behaviors

Students will be able to:

- choose a variety of genres to read for personal enjoyment.
- elicit, discuss and respect the opinions of others about written, oral and visual texts.
- share opinions and judgments based on texts.
- explain the appeal of a text.
- identify reading strengths and weaknesses and select targets on which to work.

Oral Language – Students will listen and speak to communicate ideas clearly.

Listening/speaking

Students will be able to:

- speak in a clear voice with fluency to communicate an accurate message.
- pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.
- make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.
- use volume, pitch, phrasing, pace, modulation and gestures to enhance meaning.

Writing – Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.

Spelling

Students will be able to:

- use spelling rules and patterns from previous grades.
- spell grade appropriate words taught as part of the curriculum across content areas.
- spell high frequency words correctly.
- spell common homophones – its/it's, know/no, your/you're.
- use knowledge about morphology and structural analysis as an aid to spelling words.
- apply spelling knowledge in writing.

Capitalization/punctuation/usage

Students will be able to:

- use capitalization, punctuation, and usage rules from previous grades.
- capitalize important words in a title of a book or article.
- capitalize abbreviations correctly.
- use resources to correct capitalization.
- indent paragraphs consistently.
- cite sources – lists, titles, and authors alphabetically.
- use commas to set off titles or initials, in a complete addresses, after an introductory phrase.
- use italics, underlining, or quotation marks for titles.
- use colon after greeting in a business letter.
- use a hyphen between syllables at line breaks.
- use single/plural agreement between nouns and modifiers.
- logically use conjunctions
- use correct placement of pronouns.
- use resources to find correct spelling for words identified as misspelled.

Writing process

Students will be able to:

- choose an appropriate written, oral or visual format based on audience and purpose.
- complete a draft demonstrating connections among ideas.
- revise a completed draft, incorporating feedback from peers and teacher.
- use multiple resources – dictionary, glossary, thesaurus – for proofreading and editing.
- publish and present final products in a variety of ways, including the arts and technology.
- critique one's own and a peer's writing, using established criteria.

Writing genres, traits, and crafts

Students will be able to:

- write in a logical organized way in unified paragraphs.
- use a variety of transition words and phrases to make connections between and within paragraphs.
- adjust voice to suit audience.
- write a descriptive anecdote within a narrative and expository piece to enhance elaboration.
- write a myth, legend or fantasy piece, using literary devices – personification, metaphor, hyperbole.
- provide a specific account of an event.
- write a personal narrative in own voice.
- write a report with accurate use of appropriate text structure – organization, transition, sequence.
- write a new article with a strong lead and supporting details.
- write to persuade an audience to purchase a product or change a rule.

Math

Algebraic Reasoning: Patterns and Functions – Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

Students will be able to:

- extend and compare numerical and geometric sequences and classify patterns as growing or repeating.
- develop and text generalizations based on observable patterns and relationships and describe the rules for number patterns using equations.
- describe mathematical relationships and situations involving ratios and computation of whole numbers in all four operations using symbols, number sentences and equations.

- represent possible values by using symbols and use number sentences to model and solve word problems.
- solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative (3+2=5, 2+3=5) and associative (21x6= [20x6] + [1x6]) properties of addition and multiplication.

Numerical and Proportional Reasoning – Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.

Students will be able to:
- locate, label, compare and order numbers up to 100,000 using place value models, number lines and number patterns – including multiples of 1000 and 10,000.
- extend number patterns to determine 1000 and 10,000 more or less than a given number.
- round whole numbers up to 100,000 using number patterns, number lines, diagrams and place value models.
- write and describe equivalent representations of four and five digit whole numbers up to 100,000 and beyond in expanded and grouped forms.
- relate multiplication and division to number patterns and models of groups and rectangular arrays.
- identify and define prime and composite numbers through the use of models including rectangular arrays, place value models, and pictures.
- locate, labels, and estimate (round) fractions with like and unlike denominators of 2,3,4,5,6, 8 and 10 by constructing and using models, pictures and number lines.
- construct and use models, pictures and number lines, including rulers, to identify wholes and parts of a whole – including sets- as simple fractions and mixed numbers.
- use models to represent tenths and hundredths and record representations using equivalent ratio, fraction, and decimal notation – 1/10=0.1.
- express a ratio or division problem as a fraction and describe the relationship between the divisor and the remainder written as a fraction.
- solve practical problems involving simple ratios and proportions – distance on a map.
- construct and use number lines, pictures and models, including rulers, to determine and identify equivalent ratios and fractions.
- develop and use a variety of computation strategies including place value concepts, number lines and the commutative and associative properties to add and subtract three and four digit numbers and money amounts to $1000.
- solve contextual problems involving addition and subtraction of whole numbers using a variety of methods, writing appropriate number sentences and explaining the strategies used.
- create story problems to match a given number sentence.
- recall the multiplication and division facts 1 through 10.

- write multiplication and division story problems involving basic facts and two and three digit by one digit numbers to match a given number sentence and vice versa.
- solve the problems using strategies that include models, arrays and justify the solution.
- determine and explain in writing when an estimate is appropriate and whether a particular estimation strategy is reasonable or will result in an overestimate or underestimate involving computation with three and four digit numbers and money amounts up to $1000.
- use models and pictures to add and subtract fractions with like and unlike denominators of 2,3,4,5,6,8, and 10 and match number sentences or equations to the problems.