

Getting Ready for Fourth Grade

Let your child know that you value education and believe he or she can succeed in school. Find out your school's homework policy, establish routines and provide a quiet, well lit workplace. Remember that homework is your child's responsibility; help by listening carefully and asking questions rather than providing the answers. Here are some ideas on how to help your child get the most out of his or her school experience:

- Read children's literature aloud or set aside time for your child to read independently and discuss the story with you.
- Encourage your child to record ideas, observations and stories in a writer's journal.
- Help your child seek information through reading. Some examples of activities are looking at maps to determine directions, following a recipe or using dictionaries and encyclopedias to find definitions and facts.
- Encourage personal connections to books by asking your child which characters, places and situations from a story seem like those from his or her own life.
- Share everyday writing activities, such as letters, invitations and thank-you notes.
- Visit the library and check out books together. Discuss your own book choices as well as those of your child.
- Have your child write a letter to a favorite author, telling what he or she likes about the book. Mail the letter in care of the publisher at the address be found inside the book.
- Look over and discuss assignments that come home from school.
- Display your child's work around the house.
- Involve your child in scheduling his or her own time, such as homework, TV, etc.
- Play board and card games that involve taking turns and following rules.
- Have your child participate in activities involving money, such as shopping, managing an allowance and rolling coins.

WHAT DID YOU LEARN IN SCHOOL TODAY?

What EVERY student will know and be able to do in SUSD!

FOURTH GRADE

- ◆ ENGLISH LANGUAGE ARTS
- ◆ MATHEMATICS
- ◆ SCIENCE
- ◆ SOCIAL STUDIES
- ◆ TECHNOLOGY



Scottsdale *Unified*
SCHOOL DISTRICT

7575 E. Main St.
Scottsdale, AZ 85251
District Offices
480-484-6100
concrete.susd.org

Engage, educate and empower
every student, every day.

School Year 2016-17

A Message to the Reader

This brochure provides a summary of the standards and skills in English/Language Arts, Mathematics, Science and Social Studies that students should acquire by the end of fourth grade in the Scottsdale Unified School District. The brochure explains what students are expected to know and be able to do in order to be best prepared for fifth grade.

The performance outcomes listed in this brochure are taken from the Arizona Academic State Standards. These outcomes reflect the goals of the educational community to ensure a quality curriculum for all students in SUSD.

Note: The information in this brochure will be updated annually over the next three years to reflect SUSD's transition to the Next Generation Science Education Standards.

English Language Arts

By the end of the school year, my student will be able to:

READING

read on-level text with purpose, accuracy and fluency (literature and informational);

Literature Texts

- refer to details and examples when explaining what the text says explicitly and when drawing inferences from the text;
- determine theme from details in the text, compare/contrast treatment of similar theme or topics from different cultures; summarize the text;
- compare/contrast points of view from different stories including first/third person;

Informational Texts

- refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from the text; explain how an author uses reasons/evidence to support points;
- determine main idea and explain how it is supported by key details; summarize text;
- determine meaning of academic and domain-specific words/phrases;
- compare/contrast/integrate information from two texts and firsthand and secondhand accounts of same event/topic; describe differences with information;

Phonics

- use letter-sound correspondences, syllable patterns, word roots, affixes to read unfamiliar multiple-syllable words;

WRITING

- compose opinion pieces of writing: introduce topic, state opinion, create organizational structure, group ideas, provide reasons supported by facts/details, use linking words, provide a conclusion;
- compose informative/explanatory texts: introduce topic, group related information, develop facts/details; include quotations, information, examples, precise domain-specific vocabulary, use linking words, provide a conclusion;
- compose narrative texts: establish situation, organize events sequentially, use dialogue/descriptions to develop characters; use transitional words/phrases, concrete words/phrases/ use sensory detail, provide a conclusion;
- plan, revise and edit using peer and adult feedback to develop and strengthen writing;
- conduct short research projects that build knowledge about topics;

English Language Arts (Continued)

SPEAKING AND LISTENING

- participate in collaborative conversations about a topic/text: come prepared having read/studied required material; explicitly draw on texts to explore ideas under discussion;
- paraphrase and respond to information presented in discussions: comparing/contrasting ideas, analyzing evidence that speakers use to support particular points;
- report orally on topic or texts: speak clearly at an understandable pace including relevant and appropriate facts/details appropriate to support main ideas/theme;

LANGUAGE

- use standard English grammar and usage with writing or speaking (e.g., relative pronouns/adverbs, progressive verb tenses, prepositional phrases, modal auxiliaries, adjectives in conventional patterns, homographs);
- produce complete sentences using correct capitalization, commas and quotation marks in direct speech, commas before coordinating conjunctions, and punctuation/words for effect based on formal and informal context and situations;
- spell grade-appropriate words correctly consulting references as needed;
- determine/clarify meaning of unknown and multiple-meaning words and phrases using context clues, Greek and Latin affixes and roots, consulting reference materials;
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (e.g., similes, metaphors, idioms, adages, proverbs, antonyms, synonyms).

Mathematics

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

By the end of the school year, my student will be able to:

Operations and Algebraic Thinking

- use the four operations with whole numbers to solve problems;
- gain familiarity with factors and multiples;
- generate and analyze patterns;

Numbers and Operations in Base Ten

- generalize place value understanding for multi-digit whole numbers;
- use place value understanding and properties of operations to perform multi-digit arithmetic;

Numbers and Operations—Fractions

- extend understanding of fraction equivalence and ordering;
- build fractions from unit fractions;
- understand decimal notation for fractions, and compare decimal fractions;

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 concept of angle and measure angles;

Geometry

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

Fourth graders will use the following eight standards for 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

Science

By the end of the school year, my student will be able to:

- observe, ask questions and make predictions;
- participate in planning and conducting investigations and recording data;
- organize and analyze data; compare to predictions;
- communicate results of investigations;
- identify individual and cultural contributions to scientific knowledge;
- understand how science is a process for generating knowledge;
- describe the interactions between human populations, natural hazards and the environment;
- understand the impact of technology;
- understand that basic structures in plants and animals serve functions;
- understand the relationships among organisms and their environments;
- identify plant and animal adaptations;
- investigate different forms of energy;
- understand the basics of magnetism and electricity;
- understand the processes acting on the Earth and their interaction with Earth systems;
- understand characteristics of weather conditions and climate.

Social Studies

By the end of the school year, my student will be able to:

American History

- use timelines, graphs, charts, primary sources and maps to understand the past;
- describe the legacy and cultures of prehistoric people in the Americas;
- describe the cultures and contributions of native peoples in the Southwest and of the empires in Central and South America;
- describe the reasons for and impact of Spanish exploration and colonization on Southwestern cultures;
- describe the influence of American explorers and trappers on the development of the Southwest;
- describe events that led to Arizona becoming part of the United States;
- describe the conflict of cultures that occurred between the newcomers and Native Americans;

- describe events that occurred during the Civil War to the emergence of modern Arizona;
- identify key individuals and groups related to territorial days and early statehood;
- describe the impact of the Great Depression and WWII on Arizona;
- describe changes that took place in Arizona during the postwar era;

World History

- discuss life in Europe as it existed at the time of the Aztec and Incan empires;
- describe the reasons for Spanish and Portuguese explorations of the Americas;

Civics/Government

- describe state symbols and monuments;
- describe Arizona's long transition from territory to statehood;
- describe the three branches of state and national government and the different levels of government (local, city, tribal, county);
- describe the rights and responsibilities of citizenship;

Geography

- identify characteristics of maps and globes;
- recognize characteristics of human and physical features in Arizona;
- discuss the ways places change over time;
- use geography concepts and skills to find solutions for problems;

Economics

- discuss foundational economic concepts including needs, wants, choices, goods and services, limited resources, buyers and sellers and personal savings.