

# FOURTH GRADE

Fourth grade is an important year for students. Fourth graders continue acquiring skills necessary to be successful in the academic environment. **Fourth Grade. . . Keeping on the Right Track** is written to provide a convenient way for parents to review the instructional objectives of the North Carolina Standard Course of Study and the Student Accountability Standards.

Fourth graders continue to gain experience with standardized testing. By this time, if they have attended public school in North Carolina, they have taken the state pre-test and the end-of-grade tests for third grade. Students should become more familiar with techniques for successful standardized test-taking, including using strategies to cope with questions about which he/she is unsure. The Fourth Grade End-of-Grade tests are given during the last three weeks of the school year.

All North Carolina fourth graders will be expected to:

- Meet local promotion requirements.
- Score at Level III or IV on the Fourth Grade End-of-Grade tests in reading and mathematics.
- Score at Level III or IV on the Fourth Grade Writing Assessment.

Fourth grade students will take the North Carolina Writing Assessment. The narrative response at Grade 4 tells a story. It focuses on the sequencing of events within the overall action. In a personal narrative, the student records events that he/she has experienced, read, or heard about. In the imaginative narrative, the student writes about a situation or story based upon his/her imagination.

In an effort to stay abreast of children's academic progress, Rowan-Salisbury School System's Writing Assessment Portfolio will be maintained for each student. This portfolio includes eight unassisted narrative writing samples using the North Carolina Writing Assessment Scoring Model. Information concerning the status of their children relative to grade level standards in writing will be shared with parents. Portfolios are available for parental review throughout the school year.

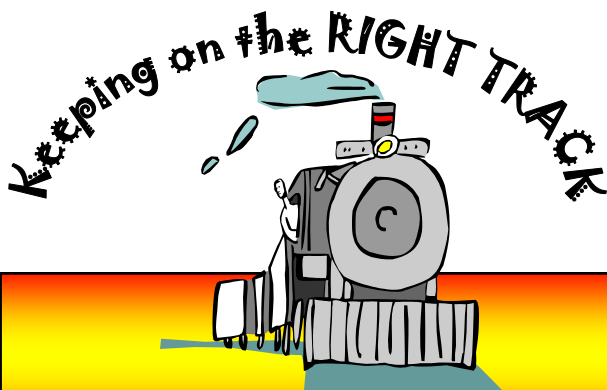
Report cards will be sent quarterly to parents or guardians of each student. This report will inform the parents or guardians of the student's academic achievements and attendance during the period. Reports also include information relevant to the student's work habits, attitude, and weaknesses. The report cards are designed to give parents or guardians an evaluation of their student's academic progress as compared to what is expected of a student in his/her grade.

When a fourth grade student is not making the desired academic progress, the classroom teacher will communicate with parents or guardians as soon as possible that the child is experiencing difficulty. Appropriate interventions will be implemented in an effort to address the child's weaknesses and documented in a Personalized Education Plan.

Your understanding and support of these standards is needed so that your child can have a successful year! The best educational environment is obtained when parents and teachers work together to help children love learning.

The Elementary Curriculum Department maintains an Internet website. Up-to-date parent, student, and teacher information about elementary curriculum can be obtained from the following website.

<http://www.schoolnotes.com/28145/elementaryed.html>



**ENGLISH / LANGUAGE ARTS:** (Approved 2004) **Reading Achievement Levels for End-of-Grade Tests at Grade 4**

**Achievement Level I**

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the *North Carolina Standard Course of Study* at grade 4. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

**Achievement Level II**

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the *North Carolina Standard Course of Study* at grade 4. Students typically show evidence of literal comprehension of a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply some knowledge of text structure and make connections to information beyond the text. They may also draw simple conclusions, make predictions, and interpret information in a variety of texts including graphs, charts, and maps.

**Achievement Level III**

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the *North Carolina Standard Course of Study* at grade 4. Students comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine author's word choice and identify author's purpose. They interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students examine reasons for characters' actions, integrate information and ideas, and determine meaning of unfamiliar vocabulary.

**Achievement Level IV**

Students Performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the *North Carolina Standard Course of Study* at grade 4. Students comprehend with depth of understanding a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also interpret figurative language and analyze author's word choice.

**Information Strategies**

*Uses one or more of the following strategies as appropriate to construct meaning from text:*

- Interprets new words by reference to suffixes, prefixes, and meaning of word parts.
- Uses strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently.
- Adjusts reading pace to accommodate purpose, style, and difficulty.
- Formulates questions and finds relevant information from reading materials.
- Summarizes information from literary and informational materials.
- Checks for accuracy of information by using a variety of sources.
- Uses print and electronic directories such as a table of contents, index, or telephone directories to locate information.
- Selects books and other materials that best suit purpose.
- Questions to assess point of view.
- Organizes and summarizes information by using a technique such as a graphic organizer.

**Comprehension**

*Constructs meaning from literary, informational, and practical texts:*

- Reads literary, informational, and practical text. (Legends, novels, fantasies, fairy tales, fables, autobiographies, informational books, diaries, journals, concrete poems, haiku, skits, plays).
- Reads materials on a variety of topics beyond personal experiences.
- Recognizes the characteristics of narrative text.
- Recognizes coherence, logic, and organization in narrative text.
- Recognizes relatedness and sufficiency of details in narrative text.
- Discusses motives of characters as evidenced in the text.
- Recognizes simple themes related to personal experience.
- Makes inferences and draws conclusions from informational texts and stories beyond personal experiences.
- Follows written instructions.
- Recognizes that authors and illustrators have individual voices and styles.
- Compares oral and written directions.
- Analyzes the structure of an informational selection.

Categories of Reading Comprehension	Explanation	Sample Questions
<b>COGNITION</b>	Cognition refers to the initial strategies a teacher uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies like using context clues to determine meaning or summarizing to include main points.	<ul style="list-style-type: none"> <li>• What is the main idea of the selection? (purpose, summary)</li> <li>• Based on the context of paragraph 3, what does XXX mean? (vocabulary in context)</li> <li>• What is the purpose of the first subheading in the selection?</li> <li>• Which of the following best describes Joe? (clearly stated in the selection)</li> </ul>
<b>INTERPRETATION</b>	Interpretation requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and / or to adapt ideas / concepts.	<ul style="list-style-type: none"> <li>• What is the significance of Joe's decision to buy the bicycle?</li> <li>• What is the tone / mood of the selection?</li> <li>• Based on the selection, what will most likely happen next?</li> <li>• Which of the following best describes Joe? (not clearly stated in the selection)</li> </ul>
<b>CRITICAL STANCE</b>	Critical Stance refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes like comparing/contrasting and understanding the impact of literary elements.	<ul style="list-style-type: none"> <li>• How is X different from Y?</li> <li>• How does Joe change from the beginning to the end of the selection?</li> <li>• What is the effect of beginning the selection with ___?</li> <li>• What is ironic about X?</li> <li>• Based on the information in the selection, which of the following relationships is most similar to the relationship below? X : Y (All relationships found in text)</li> </ul>
<b>CONNECTIONS</b>	Connections refers to the connection of knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond / outside the selection. In addition, the student will make associations outside the selection and between selections.	<ul style="list-style-type: none"> <li>• Which experience is most similar to Joe's experience in the selection?</li> <li>• How would this experience help Joe the next time he buys a bicycle?</li> <li>• People who play this game are most likely to have which of the following characteristics?</li> <li>• Which of the following relationships is most similar to the relationship below? text to self, text to text, text to world, text to author</li> </ul>

# WRITTEN EXPRESSION

Fourth grade students will be required to write personal and imaginative narratives, research reports, logs, diaries, journals, rules, instructions, and letters.

## Characteristics of the Writer:

*Possesses the attitudes, habits, and dispositions of a writer.*

- Writes for extended periods of time.
- Selects best pieces of writing and explains reasons for the selection.
- Evaluates writing against external criteria.
- Shares own written work with peers.
- Offers reasons for feelings evoked by the writing of others.
- Creates characters, settings, problems, and events from outside personal environment.
- Uses a personal handwriting style that meets most handwriting needs.

## Composing Process:

*Uses one or more of the following strategies to write literary, informational, practical texts.*

- Understands and uses stages in the writing process with direct teacher support.
- Recognizes errors in own and others' writing.
- Makes comments about and gives suggestions for adding to another's writing.
- Revises by sequencing events and ideas in logical order.
- Experiments to combine sentences.
- Edits written work for errors in sentence formation, usage, mechanics, and spelling.

Fourth grade students are given a writing assessment each year in early March. The students can be assessed on personal narrative or imaginative narrative writing. In order to demonstrate a reasonable level of proficiency, the following narrative writing features must be included:

**FOCUS:** Topic is clear, though may not be explicitly stated and focus on topic is maintained throughout the response.

1. What is the main event that happens in your story?
2. Does the story stay focused on the most important thing/main event?
3. Are there any ideas or events in your story that are not important to the main event?

**SUPPORT AND ELABORATION:** Numerous and consistent details that are specific, well developed and related to and supportive of the topic. They move the story along and allow the reader to clearly see and feel what is happening.

1. Is your story developed with specific details that are related to the main event?
2. Do all of the details move the story along?
3. Does your story have enough elaboration so that your reader can see and feel what is happening? Can you show me an example?

**ORGANIZATION:** Organizational structure establishes relationships between and among ideas and /or events. There is a logical progression of ideas and/or events. The story is complete with a beginning, middle, and end.

1. Does your story have a clear beginning, middle, and end?
2. Are the ideas and actions connected to each other?
3. Can your reader follow the story logically from beginning to end?
4. Is the story complete? Does the story feel finished?

**STYLE:** Skillful use of vocabulary and sentence fluency. Word choice is precise and purposeful adding interest and feeling with no over use. Sentences are varied and flow well.

1. Did you choose just the right words for your purpose?
2. Have you used precise words instead of over-used words?
3. Did you use a variety of sentences that flow?

**CONVENTIONS:** Correct sentence formation, usage, mechanics, and spelling.

1. Are your sentences complete?
  - Do you have any sentence fragments that need to be completed?
  - Do you have run on sentences?
2. Does your story demonstrate standard usage?
  - Is there subject-verb agreement?
  - Is there consistency in verb tense?
  - Are pronouns used correctly?
3. Are punctuation, capitalization, spelling, and paragraphs used correctly in your story?
  - Does your punctuation make your story hard to read?
  - Have you used capital letters for the first word in a sentence and proper nouns?
  - Have you spelled most common words correctly?
  - Do misspelled words in your story make it hard to read?
  - Have you used paragraphs appropriately?

# MATHEMATICS FOR FOURTH GRADE

(Approved 2003)

<h2>NUMBER &amp; OPERATIONS</h2>	<h2>MEASUREMENT</h2>	<h2>GEOMETRY</h2>	<h2>DATA ANALYSIS &amp; PROBABILITY</h2>	<h2>ALGEBRA</h2>
<ul style="list-style-type: none"> <li>Develops number sense for rational numbers 0.01 through 99,999.</li> <li>Connects model, number word, and number using a variety of representations.</li> <li>Builds understanding of place value (hundredths through ten thousands).</li> <li>Compares and orders rational numbers.</li> <li>Makes estimates of rational numbers in appropriate situations.</li> <li>Develops fluency with multiplication and division:               <ul style="list-style-type: none"> <li>Two digit by two-digit multiplication (larger numbers with calculator).</li> <li>Up to three-digit by two-digit division (larger number with calculator).</li> </ul> </li> <li>Strategies for multiplying and dividing numbers.</li> <li>Estimation of products and quotients in appropriate situations.</li> <li>Relationships between operations.</li> <li>Solves problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.</li> <li>Develops fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths.</li> <li>Develops and analyzes strategies for adding and subtracting numbers.</li> <li>Estimates sums and differences.</li> <li>Judges the reasonableness of solutions.</li> <li>Develops flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</li> </ul>	<ul style="list-style-type: none"> <li>Develops strategies to determine the area of rectangles and the perimeter of plane figures.</li> <li>Solves problems involving perimeter of plane figures and areas of rectangles.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the coordinate system to describe the location and relative position of points and to draw figures in the first quadrant.</li> <li>Describes the relative position of lines using concepts of parallelism and perpendicularity.</li> <li>Identifies, predicts, and describes the results of transformations of plane figures.</li> <li>Reflections.</li> <li>Translations.</li> <li>Rotations.</li> </ul>	<ul style="list-style-type: none"> <li>Collects organizes, analyzes, and displays data (including line graphs and bar graphs) to solve problems.</li> <li>Describes the distribution of data using median, range and mode.</li> <li>Solves problems by comparing two sets of related data.</li> <li>Designs experiments and lists all possible outcomes and probabilities for an event.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, describes and generalizes relationships in which:               <ul style="list-style-type: none"> <li>Quantities change proportionally.</li> <li>Change in one quantity relates to change in a second quantity.</li> </ul> </li> <li>Translates among symbolic, numeric, verbal, and pictorial representations of number relationships.</li> <li>Verifies mathematical relationships using:               <ul style="list-style-type: none"> <li>Models, words, and numbers.</li> <li>Order of operations and the identity, commutative, associative, and distributive properties.</li> </ul> </li> </ul>
<h3>Mathematics Achievement Levels for End-of-Grade Tests at Grade 4</h3> <p>In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth graders apply these concepts as well as those developed in previous years.</p> <p><b>Achievement Level I</b> Students performing at Achievement Level I show minimal conceptual understanding and computational accuracy and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.</p> <p><b>Achievement Level II</b> Students performing at Achievement Level II typically show some evidence of conceptual understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.</p> <p><b>Achievement Level III</b> Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.</p> <p><b>Achievement Level IV</b> Students performing at Achievement Level IV commonly show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.</p> <p><i>Test Administrator's Manual</i> (Published 2005-2006) North Carolina End-of-Grade Tests ~ Reading Comprehension and Mathematics</p>				
<h3>Major Concepts / Skills</h3> <ul style="list-style-type: none"> <li>Number sense 0.01-99,999</li> <li>Multiplication and division of multi-digit numbers</li> <li>Perimeter and Area</li> <li>Transformations</li> <li>Line graphs</li> <li>Median, mode, and range</li> <li>Variables in number sentences</li> <li>Proportional reasoning</li> <li>Technology integration</li> </ul> <h3>Concepts / Skills to Maintain</h3> <ul style="list-style-type: none"> <li>Whole number computation</li> <li>Non-negative rational numbers</li> <li>Length, time, capacity, and mass</li> <li>Symmetry and congruence</li> <li>Coordinate grids</li> <li>Circle graphs</li> <li>Permutations and combinations</li> </ul>				

Students can now access the complete contents of their **Houghton Mifflin math** and reading book using a home computer with Internet connection. These sites enable students to study lessons, print homework, and access resources on the Education Place® Website. See your child's teacher for Student Login Information.



## Keeping on the RIGHT TRACK

### SCIENCE: (Approved 2004)

- Predicts, observes, and records results of simple experiments.
- Generates ideas to solve simple problems.
- Builds an understanding of animal growth, behavior and adaptation.
- Builds an understanding of the composition and uses of rocks and minerals.
- Builds an understanding of electricity and magnetism.
- Builds an understanding of how food provides energy for growth and the repair of the body.

### SOCIAL STUDIES:

- Applies the five themes of geography to North Carolina and its people.
- Examines the importance of the role of ethnic groups and examines the multiple roles they have played.
- Traces the history of colonization in North Carolina and evaluates its significance for diverse people's ideas.
- Analyzes social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.
- Examines the impact of various cultural groups in North Carolina.
- Evaluates how North Carolinians apply basic economic principles within the community, state, and nation.
- Recognizes how technology influences change within North Carolina.

### COMPUTER/TECHNOLOGY SKILLS:

- Uses databases.
- Uses spreadsheets.
- Uses responsible and safe online resources.
- Locates information on the Internet.
- Evaluates information found through telecommunications.
- Develops word processing documents.
- Explores e-mail.
- Identifies ways technology has changed North Carolina.

### INFORMATION SKILLS CURRICULUM:

- Explores a wide variety of resources (print, non-print, electronic).
- Develops personal taste through guided practice, contrasts and compares authors, illustrators, genres, and styles.
- Identifies similarities and differences as related to their environments and personal experiences.
- Uses simple research models to acquire information.
- Shares activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used.

### GUIDANCE:

- Improves academic self-concept.
- Acquires skills for improving learning.
- Achieves school success.
- Improves learning.
- Plans to achieve goals.

### HEALTHFUL LIVING:

- Sets personal health and fitness goals.
- Deals appropriately with feelings.
- Recognizes a variety of relationships.
- Recognizes risks associated with substance abuse.
- Recognizes benefits of physical activity.
- Uses components of health-related tests.
- Demonstrates dance movements, ball handling skills, inverted balances, and jump rope skills.
- Applies concepts of movement performance.

### MUSIC:

- Demonstrates appropriate expressive and technical vocal and instrumental practices.
- Demonstrates pitch and rhythmic accuracy.
- Reads and notates rhythmic and melodic patterns.
- Identifies traditional symbols and terms using appropriate terminology.
- Develops skills in improvising, composing, and arranging music.
- Develops listening, analyzing, and evaluating skills.
- Develops understanding of music in relation to history, culture, and other content areas.
- Shows respect for the efforts of others.

### VISUAL ARTS:

- Incorporates the ability to organize and sequence.
- Incorporates multi-step processes.
- Incorporates value.
- Incorporates North Carolina history, animals, symmetry, narrative writing.
- Explores the art of North Carolina.
- Recognizes the styles of individual artists.
- Compares and contrasts art movements.

# ON TRACK . 400 High Frequency Words

These words are the four hundred most common words in English, ranked in frequency order. High frequency words are words that students need to decode, spell and then internalize as sight words so that they are recognized quickly. In order to be fluent readers, students must decode and identify words automatically. Fluency is enhanced when students recognize words easily and are able to move on.

the	or	will	number	over	say	set	try	high	saw	important	miss	body	order	listen	farm
of	one	up	no	new	great	put	kind	every	left	until	idea	music	red	wind	pulled
and	had	other	way	sound	where	end	hand	near	don't	children	enough	color	door	rock	draw
a	by	about	could	take	help	does	picture	add	few	side	eat	stand	sure	space	voice
to	word	out	people	only	through	another	again	food	while	feet	face	sun	become	covered	seen
in	but	many	my	little	much	well	change	between	along	car	watch	questions	top	fast	cold
is	not	then	than	work	before	large	off	own	might	mile	far	fish	ship	several	cried
you	what	them	first	know	line	must	play	below	close	night	Indian	area	across	hold	plan
that	all	these	water	place	right	big	spell	country	something	walk	really	mark	today	himself	notice
it	were	so	been	year	too	even	air	plant	seem	white	almost	dog	during	toward	south
he	we	some	call	live	mean	such	away	last	next	sea	let	horse	short	five	sing
was	when	her	who	me	old	because	animal	school	hard	began	above	birds	better	step	war
for	your	would	oil	back	any	turn	house	father	open	grow	girl	problem	best	morning	ground
on	can	make	its	give	same	here	point	keep	example	took	sometimes	complete	however	passed	fall
are	said	like	now	most	tell	why	page	tree	begin	river	mountain	room	low	vowel	king
as	there	him	find	very	boy	ask	letter	never	life	four	cut	knew	hours	true	town
with	use	into	long	after	follow	went	mother	start	always	carry	young	since	black	hundred	I'll
his	an	time	down	thing	came	men	answer	city	those	state	talk	ever	products	against	unit
they	each	has	day	our	want	read	found	earth	both	once	soon	piece	happened	pattern	figure
I	which	look	did	just	show	need	study	eye	paper	book	list	told	whole	numeral	certain
at	she	two	get	name	also	land	still	light	together	hear	song	usually	measure	table	field
be	do	more	come	good	around	different	learn	thought	got	stop	being	didn't	remember	north	travel
this	how	write	made	sentence	form	home	should	head	group	without	leave	friends	early	slowly	wood
have	their	go	may	man	three	us	America	under	often	second	family	easy	waves	money	fire
from	if	see	part	think	small	move	world	story	run	later	it's	heard	reached	map	upon

Common suffixes: -s, -ing, -ed, -er, -ly, -est

## The Importance of Reading and Literature

- Reading aloud to students of all ages everyday is extremely important!
- Involve students in talk/discussion about texts focusing on higher level questions, open-ended questions, and elaborated responses.
- Reading itself is the single most valuable activity for developing children's comprehension and reading fluency. The North Carolina End-of-Grade Test analysis report indicates the more students read independently and with support the better their performance on the End-of-Grade Test.

A very "Special Thank You" to the teachers, counselors, principals, assistant principals, media specialists, and technology facilitators who serve on the Grades Three - Five Advisory Committee. This brochure was created through their dedication and hard work. The information in this brochure was provided with permission from the Public Schools of North Carolina.

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## Parent Checklist

- I have established a regular bedtime and homework time for my child.
- I make sure my child has a good breakfast each morning, either at school or at home.
- I talk to my child about the importance of doing his/her best.
- I expect my child to study and/or complete homework each day.
- I provide an appropriate environment for my child to study and do homework.
- My child and I read together on a regular basis.
- I work with my child on informal writing opportunities on a regular basis.
- I nurture my child's abilities.
- I find ways to praise my child's behavior daily.
- When my child has a problem in school, we will address it together.
- I talk with my child about what he/she is learning each day.
- I make every effort to be actively involved in my child's education and school.