

WELCOME TO FOURTH GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF FOURTH GRADE

- Read with sufficient accuracy and fluency to support comprehension.
- Describe the overall structure chronology, comparison, cause/effect, problem/solution of events, ideas, concepts, or information in a text or part of a text.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths and traditional literature from different cultures.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

MATH EXPECTATIONS BY THE END OF FOURTH GRADE

- Read and write multi-digit whole numbers using base-ten numerals, number names, expanded form, and unit form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $<$, $=$, and \neq .
- Fluently add and subtract multi-digit whole numbers using an efficient algorithm based on place value understanding and the properties of operations.
- Explain why a fraction is equivalent to another fraction and recognize and generate equivalent fractions.
- Compare two fractions with different numerators and different denominators and recognize that comparisons are valid only when the two fractions refer to the same whole.
- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ and solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
- 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.
- Use decimal notation for fractions with denominators of 10 or 100.
- Solve multi-step 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 situation equations and/or solution equations with a letter or symbol standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring) Describe and utilize conflict resolution strategies.
- Develop strategies for building relationships with others who are different from oneself.
- Identify choices made and the consequences of those choices.
- Discuss and model appropriate classroom behavior individually and collectively.
- Respond positively to constructive feedback.
- Demonstrate active listening skills.
- Demonstrate and practice characteristics of a caring relationship by treating others with empathy.
- Recognize how, when and who to ask for help.

STRATEGIC PLAN OBJECTIVES

- 1) Every student will achieve academic success through a challenging, relevant personalized learning plan.
- 2) Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- 3) Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.