

Fourth Grade

The Family Report Card Guide is intended to provide additional information about what students learn in each grade level. The report card is a reflection of student performance based on grade level expectations. If you have additional questions about your student's progress, please reach out to their classroom teacher.

Math

Frequently Asked Questions
What is <i>fluency</i>? Fluency is the ability to apply procedures/strategies efficiently, flexibly, and accurately to solve problems involving addition, subtraction, multiplication, and division. It is possible for a student to be fluent even if they have not memorized all of their facts. For example, a student might think of 5×7 as $(5 \times 5) + (5 \times 2)$, which equals 35. They might not have produced the answer from memory, but they did use a strategy that was efficient, flexible, and accurate.
What <i>math facts</i> do fourth graders learn? Fourth grade concepts rely on students' fluency with multiplication and division math facts (within 100).
What <i>fractions concepts</i> do fourth graders learn? (Fractions) Students refine their understanding of what equivalent fractions are; they recognize, generate, and can explain why fractions are equivalent. They explore many concepts for the first time, including adding and subtracting fractions and mixed numbers with like denominators, representing fractions (with denominators of 10 and 100) as decimals, and comparing the value of decimals to the hundredths place value.
What <i>concepts of angle measure</i> do fourth graders learn? (Measurement and Data) Students explore angle measure for the first time. They use a protractor to measure and sketch angles of a specified measure.
What <i>shapes</i> do fourth graders learn? (Geometry) Students apply their knowledge of angle measure to classify figures based on the presence or absence of angles of a specified size (i.e. right triangles).

Literacy

Literacy: Foundational Skills

How do students use *word analysis skills* to decode unknown words?

This involves breaking down and understanding unfamiliar words by examining their parts and structure. These skills are essential for independent reading and developing vocabulary in and out of context. Some ways students might break apart words include:

Syllables and Meaningful Parts (morphology):

- Break longer words into smaller chunks or syllables. An example includes: dividing "unbelievable" into "un-" + "be-" + "lieve-" + "-able."

Prefixes and Suffixes:

- **Prefixes** are a group of letters added to the beginning of a word to change its meaning. Understanding prefixes helps students analyze words to better understand their meaning. Examples include: re- as in "recycle" or dis- as in "disagree"
- **Suffixes** are a group of letters added to the end of the word to change its meaning. Understanding suffixes helps students analyze words to better understand their meaning. Examples include: -ive as in "reflective."

Root Words:

- Many words have a core meaning called a root, to which prefixes and suffixes are added. Recognizing roots helps in understanding related words. Examples include: struct- as in "construction" or -claim" as in "proclaim."

What does it mean to *read grade-level text accurately and fluently with purpose*?

This refers to a student's ability to read and comprehend appropriate fourth-grade level text.

Accurately refers to correctly identifying and pronouncing words while reading. **Fluently** refers to the pace, how fast or slow, in which a student reads. **With purpose** refers to a student's ability to understand why they are reading a text to help them better understand what they are reading, such as to learn more information about a topic.

Literacy: Reading Comprehension

How is *reading comprehension* determined in fourth grade?

Reading comprehension is understanding and making sense of what a student reads by recognizing words and the meaning behind the words. Students develop this ability in fourth grade by pulling meaning from literature or informational print through explicitly citing text evidence, comparing and contrasting, and summarizing text, whether orally or in writing. Students recognize words and engage in deeper comprehension conversations and responses.

Literacy: Written Expression

What does *written expression* include?

Written expression effectively conveys ideas, thoughts, and feelings through writing.

Narrative: Development & Organization

Students write narrative stories with an introduction of characters and situations, including a clear sequence of events, adding dialogue and description, and vivid details. Students use transitions and end stories based on the sequence of events.

Informative/Explanatory: Development & Organization

Students write informative/explanatory texts that introduce topics, organize information with formatting and visuals, use facts and examples, connect ideas with words and phrases and end their writing effectively.

Opinion: Development & Organization

Students write opinion pieces by clearly introducing a topic, stating their opinion, and supporting their opinion with factual reasons while organizing related ideas to support their purpose. Students connect related ideas using words and phrases and end their writing with a statement related to their presented opinion.

Literacy: Language

What is *academic vocabulary* while speaking and/or writing?

Academic vocabulary means the specific words and phrases students must learn to understand, talk, and write about school subjects. These words are more complex than everyday language and are essential for success in various academic subjects.

SEL

Frequently Asked Questions

Why are we assessing students in Social Emotional Learning (SEL)?

It is important to have a holistic view of a student's development beyond academic skills. While teachers monitor the development of their student's SEL skills, they are able to determine which students may need support in certain areas. Teachers are then able to target necessary skills for their students to develop such as; self-control, empathy, cooperation, and problem solving which are skills that are foundational to academic success. Grading social-emotional learning in elementary school is essential for fostering holistic development, identifying areas of growth, setting expectations, encouraging improvement, and preparing students for future success.

Where can I find more information about the Washington State SEL Standards?

[Washington State SEL Standards, Benchmarks, and Indicators](#)

What does it mean to regulate emotions?

Recognizing how you are feeling and expressing that feeling in a safe and respectful way. Regulating emotions does not mean suppressing feelings. Rather it is about finding appropriate outlets for how you are feeling. Regulating emotions also involves the use of coping strategies and other problem-solving skills.

Students are taught to:

- 1) Stop- Notice you are feeling uncomfortable
- 2) Name your Feeling- Use an I-feel statement to self or someone else
- 3) Calm Down- Use a strategy that is safe and respectful (breathing, counting, positive self-talk)

What does it mean to take the perspective and empathize with others?

Understanding and considering another person's thoughts, feelings, and point of view. This is explained to students as putting yourself in someone else's shoes. Students are taught to look for clues about

how someone else is feeling by noticing facial expressions, body language and what the situation is. Then, they are to think about how they might feel in a similar situation and how their feelings might be the same or different from others. Students are also taught to think about what they can do next after they notice how someone else is feeling.

What is self-efficacy?

Confidence that you have the skills, knowledge, and resilience to succeed in most academic and social situations. This also involves persevering when faced with a challenge or a task and viewing mistakes as opportunities for learning.

What does it mean if my student is scored as developing in a Social-Emotional Skill?

A student demonstrates the skills with significant support and prompting. The student rarely demonstrates these skills independently (0-33% of the time).

What does it mean if my student is scored as sometimes in a Social-Emotional Skill?

A student demonstrates the skills with a moderate level of support. The student sometimes demonstrates these skills independently (34-67% of the time).

What does it mean if my student is scored as consistently in a Social-Emotional Learning Skill?

A student demonstrates these skills with minimal support. The student can demonstrate the skills independently (68-100% of the time).

What resources do teachers use to teach Social-Emotional Learning?

All classroom teachers K-5 have access to a curriculum called Second Step. This curriculum covers all of the SEL standards and benchmarks through the teaching of four main units.

1. Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. Emotion Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. Problem Solving: Students learn a process for solving problems with others in a positive way

[Second Step Family Letter](#)

Science

Frequently Asked Questions
What is the definition of “claim”? An assertion; a statement believed to be true; an answer to the phenomena (scientific concept being studied) question.
What is the definition of “evidence”? The data, scientific concepts, and facts that are used to support the claim.
What is the definition of “reasoning”? A justification or explanation that connects the evidence to the claim using scientific principles.