

Dear Parents:

The outcomes listed below are general statements of the essential skills and learning's identified for second grade. They reflect best practice and current research, as defined by Michigan's K-8 Grade Level Content Expectations that will move your child toward achieving the Michigan elementary content standards by the end of fifth grade.

The fourth grade curriculum and instruction are designed to give students learning experiences, which enable them to reach these grade-level targets.

If you have any questions, please feel free to contact your child's teacher. The teacher will be working together with you to provide your child with a meaningful, positive fourth grade year.

ENGLISH LANGUAGE ARTS

The English Language Arts targets reflect newly released grade-level benchmarks from the State of Michigan.

READING

Comprehension

- Reads a variety of fourth grade texts with accuracy, appropriate rate, expression and comprehension.
- Reads and listens to a range of texts from across cultures, time periods, and genre to broaden perspectives.
- Discerns the overall message or theme of narrative text and the central purpose of expository text.
- Summarizes the main idea(s) of narrative text and major idea(s) of expository text with relevant details.
- Clarifies authors' purpose and perspective and supports with examples from the text.
- Explains authors' use of word choice, style and voice to enhance their message.
- Uses comprehension strategies to monitor his/her own comprehension and deal with obstacles to understanding; e.g., rereading, reading on, paraphrasing, confirming/rejecting predictions, generating questions, consulting dictionary, asking others.
- Identifies and explains the defining characteristics of different genre; e.g., drama, fables, tall tales mysteries, realistic fiction.
- Analyzes important key elements to the story: central theme, setting, personality of main character(s), specific event or action of the character(s).
- Analyzes characters' personality traits, physical attributes, actions, feelings and motivation, citing evidence from the story.
- Analyzes expository text for central purpose, major ideas and supporting ideas.
- Connects the parts of informational material to the whole.
- Distinguishes between fact and opinion.
- Explains relationships among themes, ideas, and characters within and across texts to create a deeper understanding; e.g., categorize and classify, compare and contrast, draw parallels across time and culture.
- Responds to multiple text types by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.
- Connects personal knowledge, experience, and understanding of the world to ideas in the text, extending, elaborating, and creatively representing the authors' ideas.
- Applies personal understanding of ideas and themes in texts to solve problems, comprehend other texts, and affect perspectives about the world.

Study Skills

- Applies knowledge of text features to locate information and construct meaning; e.g., chapter titles, headings, sub-headings, diagrams, illustrations with captions, tables of contents, indices, glossaries, tables, graphs, charts, maps, marginal notes, written directions, cartoons.
- Uses reference materials: dictionary, magazines, audiovisual materials, encyclopedia, information gathered in an interview, computer reference sources, newspapers, atlases, timelines, thesauruses.
- Organizes information by: making graphic aids (maps, diagrams, charts), taking notes, writing summaries.
- Selects and uses the appropriate resources for the task; e.g., dictionary for word meaning, encyclopedia for concept information, internet for current information.
- Identifies expository text patterns; e.g., compare/contrast, position support, problem/solution.
- Varies rate of reading for different purposes.
- Discusses and uses individual or established standards to judge accuracy, quality, and relevance of text.
- Self-monitors comprehension while reading or listening, using a variety of strategies to construct meaning; e.g., focusing on text elements/structures, using graphic organizers, and making inferences.

Word Identification

- Recognizes words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (regular/irregular verbs, adjectives, adverbs, and subject/verb agreement, etc.).
- Explains how to use word structure, sentence structure, and prediction to aid in decoding words.

Word Meaning

- Uses a variety of strategies and resources (context clues, concept mapping, semantic feature analysis, analogies to known words, dictionary, and thesaurus) to determine the meaning of words and phrases (similes, metaphors, words with multiple meanings, and content area vocabulary) in context.

Attitude

- Demonstrates a positive attitude toward reading and confidence in own ability to read.
- Selects books at an appropriate level for independent reading.

SPEAKING AND LISTENING

- Shares own ideas and experiences.
- Expresses ideas clearly when speaking.
- Adjusts use of language to communicate effectively with a variety of audiences and for different purposes; e.g., community building, appreciation/invitations, cross-curricular discussions, presentations, playground/classroom interactions.
- Listens attentively and responds appropriately to the ideas of others in a group situation.

WRITING**Process**

- Focuses writing by identifying audience, point of view, and format based on purpose.
- Generates, drafts, revises, edits, and publishes different forms of written expression.
- Employs a range of strategies while writing; e.g., peer conferencing, adding or deleting content, using descriptive language, writing more than one draft, thinking of audience, editing for conventions.
- Exhibits individual style and voice to enhance the written message; e.g., in *narrative* text: strong verbs, figurative language, and sensory images; and in *expository* text: precision, established importance, and transitions.
- Varies the structural pattern, length and complexity of sentences.
- Spells words in context using multiple strategies and resources; e.g., spelling patterns, word lists, dictionaries, spell check.
- Proofreads for capitals, punctuation, words that have been omitted, run-on sentences and conventional spelling.
- Applies individual and/or established standards to judge quality, accuracy, and relevance of personal and other written text.
- Completes 4-5 writing tasks during the year that use all five stages of the writing process.

Product

- Writes in a variety of forms: story problems, descriptions, explanations, personal narratives, fictional narratives, friendly letters, business letters, personal reflections, reports, scripts, summaries, directions, news stories, poems.
- Uses the correct format and mailing protocol for formal and informal letters.
- Includes relevant details to develop plot, characters, and setting of narrative text.
- Writes expository text, organizing content with common text patterns; e.g., compare/contrast, position/support, problem/solution.
- Uses information (notes) from reference material to support expository writing.

Attitude

- Exhibits pride in quality personal writing.
- Writes with confidence.

MATHEMATICS**PATTERNS, RELATIONSHIPS AND FUNCTIONS**

- Solves problems using numerical patterns. Includes using unit prices to determine better buys, such as which is better: 4 kites for \$15 or \$4 per kite.

GEOMETRY AND MEASUREMENT

- Describes and constructs polygons and circles, using vocabulary such as side, vertex, and angle congruent.
- Names, draws, and describes points, angles, intersecting and parallel line segments, and lines.
- Names, draws and describes angles, right angles, parallel lines, triangles and quadrangles.
- Identifies acute, obtuse and reflex angles.
- Measures and draws angles.
- Describes properties of geometric solids, using vocabulary such as vertex, base, face, edge, and congruent.
- Identifies lines of symmetry.
- Uses a transparent mirror to draw the reflections of a figure.
- Draws and identifies designs that are translated (slid), rotated (turned), and reflected (flipped).
- Finds the perimeter and area of polygons, including compound shapes.
- Estimates the area of irregular shapes.
- Finds the volume of rectangular prisms.
- Draws and measures line segments to the nearest $\frac{1}{4}$ inch and $\frac{1}{2}$ centimeter.
- Estimates linear length and measurement of angles.

- Uses a map scale to estimate distances.
- Begins to find personal references for one pound and one kilogram and for units of capacity (liter, quart).
- Uses coordinates to identify and place points on a grid.

DATA ANALYSIS AND STATISTICS

- Answers questions, draws conclusions, and makes predictions in graphic data using maximum, minimum, range, median, and mode.
- Applies basic vocabulary associated with chance events, such as likely, unlikely, 50-50, impossible.
- Displays data with tables, line plots, bar graphs or line graphs
- Expresses the probability of an event in fraction form.

NUMBER SENSE AND NUMERATION

- Reads, writes, orders and determines place value for numbers from thousandths through hundred million.
- Lists multiples of numbers less than ten (e.g. multiples of 4: 0, 4, 8, 12, 16...)
- List whole number factors of numbers (e.g. factors of 12: 1, 2, 3, 4, 6, 12)
- List many names for a number, using various operations (e.g. 20 can be named as $18+2$, $25-5$, 4×5 , $80/4$).
- Rounds whole numbers to a given place.
- Identifies and solves problems regarding fractional part of regions and collections of objects.
- Finds whole numbers and fractions on a number line.
- Finds equivalent fractions (e.g. $1/4 \times 2/2 = 2/8$).
- Compares and orders fractions.
- Shades a percent of a region.
- Finds the percent of a number.
- Gives equivalencies between “easy” fractions, decimals, and percents.
- Uses a calculator to rename any fraction as a decimal or percent.
- Compares and orders integers.

OPERATIONS AND THEIR PROPERTIES

- Determines whether number sentences (equations) are true or false.
- Inserts parentheses to make number sentence true.
- Solves whole number and decimal problems using the four basic arithmetic operations (+, -, x, /).
- Solves open sentences, such as $6 \times a = 24$.
- Adds and subtracts multi-digit numbers correctly and consistently.
- Chooses the best method for solving problems among mental math, paper-pencil algorithms, and calculators.
- Estimates sums and differences of whole numbers and decimals.
- Uses and explain strategies for solving decimal number stories.
- Explains relationship between multiplication and division.
- Knows addition, subtraction, and multiplication facts through ten instantaneously.
- Knows extended addition, subtraction, and multiplication facts (e.g. if $5+9=14$, $15+9=24$; if $4 \times 3=12$, $4 \times 30=120$).
- Represents multiplication problems with skip counting, arrays, and/or area models.
- Uses and explains strategies for solving multiplication and division number stories.
- Uses partial products solving multi-digit multiplication problems up to 3-digit x 2-digit. (e.g. $234 \times 6 = 6 \times 30 + 6 \times 4$).
- Uses a successful strategy for solving whole number division problems with one-digit divisors.
- Estimates products and quotients for multi-digit problems.

SCIENCE

USING SCIENTIFIC KNOWLEDGE

Nature's Recyclers

- Identifies familiar organisms as part of a food chain or food web and describes their feeding relationships within the web
- Explains the role of decomposers in the nutrient cycle.
- Compares and contrasts food, energy and environmental needs of selected organisms.
- Investigates variables in plant development and mold growth.
- Describes positive and negative effects of humans on the environment.

Matter

- Classifies common substances according to observable attributes/properties.
- Investigates common physical changes in matter (melt, dissolve, evaporate, condense, solidify).
- Describes, investigates, records variables that affect physical changes.
- Prepares mixtures and separates them into their component parts.
- Classifies common objects and substances according to observable attributes (size, shape, color, etc.).
- Describes, investigates, records experimental materials (ice, rubbing alcohol, powders, etc.).

- Describes how water exists on earth in three states (ice, liquid water, water vapor).
- Describes, investigates, records variables that affect physical changes in water.

Watery Earth

- Describes ways that living organisms need and use water
- Identifies freshwater and saltwater sources on Earth.
- Describes the water cycle.
- Gain appreciation for our community water system and evaluates effects of humans on Earth's limited water resources.

CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE

- Generates questions about the world, based on observation.
- Develops solutions to problems through reasoning, observation and investigation.
- Manipulates simple devices that aid observation and data collection.
- Uses simple measurement devices to make measurements in scientific investigations.
- Develops strategies and skills for information gathering and problem solving.
- Constructs charts and graphs and prepares summaries of observations.

REFLECTING ON SCIENTIFIC KNOWLEDGE

- Develops an awareness of the need for evidence in making decisions scientifically.
- Shows how science concepts can be interpreted through creative expression such as language arts and fine arts.
- Develops an awareness of and sensitivity to the natural world.
- Describes how technology is used in everyday life.
- Develops an awareness of the contributions made to science by people of diverse backgrounds.

SOCIAL STUDIES

THEME: OUR COMMUNITY AND BEYOND

HISTORICAL PERSPECTIVE

- Measures time by decades and centuries.
- Summarizes the sequence of events in a story about the community or state.
- Uses stories and pictures to compare the past of the local community with the past of other places.
- Recounts the lives of individuals from the past.
- Uses primary resources to reconstruct the past.

GEOGRAPHICAL PERSPECTIVE

- Locates and describes cultures; compares the similarities and differences among the roles of men and women.
- Locates communities and describes the reason for their characteristics and location.
- Explains how various people and cultures have adapted to and modified the environment.
- Describes some of the major movements of goods, people, jobs and information within the United States.
- Draws a sketch map of the nation.
- Describes the geography of major United States regions.
- Locates major world events and explains how they will impact people and the environment.

CIVICS PERSPECTIVE

- Describes authority and the use of authority without power.
- Identifies reasons for limiting power.
- Distinguishes between making, enforcing and interpreting laws.
- Explains the basic organization of local government.
- Explains how laws can be used to manage conflict.
- Identifies events in other countries that affect Americans.

ECONOMICS PERSPECTIVE

- Explains scarcity in an economic decision.
- Identifies their opportunity cost when making a decision.
- Uses a decision making model when making a decision.
- Distinguishes between natural resources, human resources and capital equipment in the production of a good or service.
- Describes how they act as a producer and consumer.

INQUIRY

- Poses a question; gathers information about the question. Constructs an answer to the question and reports those results to others.
- Locates information using many different sources-electronic and traditional.
- Organizes and presents the information using maps, graphs and tables.
- Interprets maps, graphs and tables about local, state and national topics.

PUBLIC DISCOURSE AND DECISION MAKING

- Evaluates possible resolutions to an environmental issue.
- Engages others in a conversation about an environmental issue.
- Composes a short essay expressing a position on an issue.

CITIZEN INVOLVEMENT

- Engages in an activity that contributes to solving a local problem they have studied.

ART

- Identifies selected artworks representative of individual artists, different cultures and historical eras.
- Identifies broad styles of art; e.g., realistic, abstract, non-objective.
- Identifies the purpose of galleries, artist studios and public museums.
- Uses the elements of art and principles of design in one's own work.
- Describes methods used to achieve a desired effect.
- Uses a variety of strategies to transform ideas and feelings into visual forms.
- Uses a descriptive vocabulary to discuss a work of art and interpret the meaning conveyed.
- Selects personal favorites of well-known artwork and briefly explains reasons for choice.
- Points out the elements of art and principles of organization in a work of art using descriptive words.
- Gives examples of ways that art is connected to music, language, mathematics, science and social studies.
- Applies the elements and principles of art as seen in the natural and built environment to create artworks.
- Selects art materials to achieve a desired effect.
- Uses tools and materials with safety and confidence.
- Displays feelings of self-confidence and pride in own work.
- Accepts differing opinions and reactions to a work of art.

HEALTH**CONFLICT MANAGEMENT**

- Identifies feelings.
- Understands that there may be two points of view for each issue.
- Identifies and practices the conflict resolution process.
- Demonstrates positive alternatives to win/lose situations.

HUMAN BODY

- Identifies how blood is produced and its purpose in the body.
- Understands the immune system and the HIV virus infection.
- Differentiates between facts and myths about AIDS.
- Describes the five food groups and serving sizes.

PERSONAL SAFETY

- Identifies environmental factors that cause accidents.
- Identifies major human factors that cause accidents.
- Lists personal health activities that should be considered for their own lives.
- Classifies touches as good or bad and demonstrates what to do if bad touches occur.
- Lists rules for staying home alone.

SUBSTANCE ABUSE AND PREVENTION

- Identifies positive and negative uses of a drug.
- Identifies chemical dependency.
- Identifies effect alcohol, tobacco, marijuana, cocaine and inhalants have on the body.
- Applies skills to say "No" to drugs.

THE EYE

- Identifies four parts of the eye.
- Demonstrates how the retina holds images.

INFORMATION LITERACY

- Differentiates when to use the Table of Contents vs. the Index to locate information in a book.
- Gathers information from more than one source.
- Learns to take notes while conducting research.
- Learns to create a bibliography of sources used in research.
- Learns to appreciate biographical literature.
- Knows that images can be constructed to reflect specific message viewpoints and values.

MUSIC

- Sings a diverse repertoire of songs extending beyond an 8-note range.
- Sings simple partner songs with entire class.
- Maintains a steady beat to many different types of music.
- Reads simple compositions from printed music, accurately interpreting rhythm and melody.
- Describes the sequence of events in a piece of music.
- Identifies differences between pieces of music using vocabulary relating to form, style and individual instrumental and vocal timbres.
- Makes connections between music and individual, regional or national life.
- Recognizes ways in which music is a part of their daily lives.
- Predicts ways in which music may be a part of their adult lives.
- Forms and expresses opinions about music using an expanding musical vocabulary to support their ideas.
- Cares for and uses musical instruments and facilities properly.
- Demonstrates appropriate audience behavior in class and when attending performances away from school.
- Improvises or composes music which reflects concepts being studied in class.
- Names significant composers and performers, when and where they live(d) and some of their representative works.
- Expresses feelings created by music using movement, visual art and words.
- Expresses appreciation for performers' efforts in appropriate ways in a wide variety of situations (e.g., formal and informal concerts, jazz, musical theater and opera, orchestral).

PHYSICAL EDUCATION

- Demonstrates an understanding of personal and general space by moving safely and effectively during activities.
- Demonstrates the following mature patterns: throwing, catching and kicking.
- Demonstrates cognitive knowledge of flexibility concepts through written assessment.
- Comes prepared to participate by wearing appropriate footwear and clothing.
- Gains experience in a variety of sports (i.e., gymnastics, soccer, basketball, floor hockey, racquet).
- Demonstrates a willingness to participate, follow rules and directions, and practice skills.

TECHNOLOGY

- Increases touch typing skills including consistent use of home row, increased speed and extending touch typing beyond the home row keys.
- Creates and uses simple databases and spreadsheets.
- Creates computer timelines and concept maps to organize information, take notes and present information.
- Creates non-linear Hyperstudio stacks.
- Identifies the parts of a computer and their functions.
- Makes use of a variety of input and output devices.
- Uses a variety of network resources including file servers, library catalogues, intranet and internet.