**Stormonth Elementary School – Parent Curriculum Guide**

English Language Arts and Mathematics

***4 Year Old Kindergarten Guide***

*The following is a list of readiness skills aligned with the Wisconsin Common Core State Standards and the Wisconsin Early Learning Standards. Individual skills develop at different times and rates for each child. These readiness skills are the foundation to a successful transition into Kindergarten.*

Students will know and understand the following:

**Physical Development:**

* Demonstrate basic self-help skills: dressing, toileting, washing hands, eating independently, learning to tie shoes, using Kleenex
* Able to zipper, fasten and button
* Cut lines and curves with scissors
* Hold a pencil with appropriate grip
* Copy simple shapes and trace a line
* Color within boundaries
* Coordinate movements to play on playground equipment
* Exhibit eye-hand coordination, strength, control, and object manipulation (roll over, crawl, walk, jump, skip, hop, and climb)

**Literacy Skills (Reading and Writing):**

* Recognize and name upper case letters and some lower case letters
* Recite the ABC’s
* Discriminate between letters and numbers
* Recognize and produce rhymes
* Create a picture to tell a story
* Demonstrate directionality in writing and reading (left to right, top to bottom)
* Write or draw a picture to tell a story or represent thoughts or ideas (scribble, copy, use temporary spelling)
* Demonstrate book handling skills (turn pages, identify front/back of book)
* Understand text gives meaning
* Understand story elements (author/illustrator, books have characters, sequence of story)

**Mathematics:**

* Rote counts to 10
* Recognize, name, and write numbers to 10
* Count concrete objects to 10
* Recognize basic primary colors
* Recognize and describe basic shapes (circle, square, triangle, rectangle)
* Understand and use several positional words (on top, beside, under, over, etc)
* Understand and use terms such as more, less
* Identify simple patterns
* Sort by color or shape

**Communication Skills:**

* Write and recognize first name
* Speak clearly enough to be understood by adults
* Express feelings, wants and needs using words
* Understand and follow one and two step directions
* Participate in turn taking and alternating listening
* Stay on topic

**Social Emotional Development:**

* Understand that each person is unique and a part of the community we live in
* Accept responsibility for own behavior, understands the need for rules
* Demonstrate awareness of own emotions and exhibits self-control
* Follow familiar routines
* Respect and care for classroom environment and materials (helps clean up)
* Be able to separate from parents
* Engage in social interaction and plays with others
* Engage in social problem solving and learns to resolve conflict

**Approaches to Learning:**

* Self-select or request an activity
* Engage in learning for a period of time (5-8 minutes)
* Recreate and act out in pretend play
* Show empathy
* Acquire independence by assuming responsibilities at home
* Interact with one or more children

***Kindergarten English Language Arts***

All students will read, write, speak, and listen to acquire, clarify, apply, and communicate knowledge and ideas.

Students will know and understand the following:

**Print Concepts:**

* Recognize spoken words are represented in written language by specific sequences of letters
* Read from left to right, top to bottom, page by page
* Understand words are separated by spaces in print
* Recognize and name all upper and lower case letters of the alphabet
* Match oral words to printed words (one to one matching)

**Phonics :**

* Demonstrate letter sound correspondence by producing the primary or most frequent sound for each consonant
* Associate long and short sounds with common spellings for the five major vowels
* Read common high frequency words by sight
* Hear and say rhyming words
* Count, pronounce, blend, and segment syllables in spoken words
* Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words (Consonant, vowel, consonant) (blend 2 or 3 sounds in words, connect words by sounds)
* Add or substitute individual sounds in simple, one-syllable words to make new words (ie C-A-T, substitute H for C to make H-A-T)

**Sight Words:**

* Knows 27+ sight words

**Reading Comprehension:**

* Identify parts of a story, understand sequencing of a story (first/next/last)
* Use specific words to talk about text such as author, illustrator, cover, picture book, information book, fiction, non-fiction, character, setting, problem, solution, beginning, middle, end, etc.
* Understand themes in fiction and main ideas in non-fiction texts
* Make connections and predictions about text
* Identify returning characters in stories
* Add to discussions with peers as partners or in small group
* Listen to and talk about stories, poems, or informational texts
* Ask questions to gain information
* Notice and ask questions when not understanding
* Talk about interesting information, characters, problems, and events in a text or story
* Learn new words, learn new vocabulary, and use specific words to talk about text such as author, illustrator, cover, picture book, information book, character, problem
* Use details to support thinking
* Notice and figure out information from pictures
* Make predictions about what characters will do
* Compare a character across a series of stories
* Recognizes different purposes for reading, writing, speaking, and listening
* Apply comprehension strategies
* Makes and checks predictions
* Identify story elements and main idea
* Infer theme
* Sequence events and determines importance
* Begin to understand different genres of fiction and non-fiction text

**Writing:**

* Forms legible and correct letters using appropriate spacing and size
* Write words on page from left to right, top to bottom
* Use upper/lower case letters when appropriate
* Writes first/last name legibly
* Draws a picture to match a story

**Speaking/Listening:**

* Follows oral directions and rules of conversation
* Listen and understand stories, poems, and informational texts
* Express opinions about stories, poems, characters, etc
* Write a story and tell how one feels about it
* Listen to others read or talk about writing and give feedback
* Communicate and expands ideas through speaking and listening
* Follow rules of conversation and makes contributions to discussions
* Listen to classmates and responds to a variety of media

***Readers Workshop Units of Study Overview***

Students will learn the expectations and routine of reader’s workshop, build reading stamina, and learn about book structure. Students will learn ways to read a book, read with partners, talk about their reading, and use examples from the book to talk about their books. Students will learn retelling and prediction strategies.

Students will choose “just right books” and use reading tools such as sticky tabs, pointers, ABC Linking charts, word poetry books, and monthly reading calendars. Students will notice how pictures tell stories; use pictures as sources of information; and understand the beginning, middle, and end of a story and how they are used to retell.

Students will use strategies such as looking over the book, looking closely at pictures, and finding words to help read books they have never seen before. Students will use context clues to determine meaning and use high frequency words to decode text. Students will engage in active listening and will help their partners discover reading patterns.

Students will engage in rereading texts until they can read with fluency, engagement, and understanding. Students will learn to transfer the strategies they have developed to partner reading and encourage their partners to say more about their reading for meaning.

***Kindergarten Mathematics***

The school district uses Math Expressions Common Core as the primary curriculum resource for grades kindergarten through grade five. In Math Expressions, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent, and explore, but also learn and practice important math strategies. Students engage in Math Talks where they develop viable arguments and critique the reasoning of others. Math content and models connect and build across grade levels in order to provide a learning progression that aligns with the Common Core State Standards for Mathematics.

Based on the Standards of Mathematical Practices, students will:

* Use the language of the problem to conceptualize real world situations
* Focus on the mathematical aspects of the situation and make a math drawing and or write a situation equation to represent the relationship of the numbers in the problem
* Use the math drawing and/or the situation to find the unknown
* Write the answer to the problem including a label; explain and compare solutions with a classmate.

Students engage in the following types of problems in Kindergarten:

* Add To-Result Unknown
* Take From-Result Unknown
* Put Together/Take Apart-Total Unknown or Both Addends Unknown

**The two critical areas of focus in Kindergarten include:**

* Representing, relating, and operating on whole numbers (initially with objects to represent numbers and sets of numbers)
* Describing shapes and spaces

Students will know, understand, or demonstrate:

* Counting by tens and ones to 100
* Counting forward beginning from any number
* Saying number names in order, pairing each one with a number name (when counting objects)
* Understanding the last number name said tells the number of objects counted
* Comparing two numbers between 1 and 10
* Identifying whether numbers of objects in a group are greater than, less than, or equal to a different set of objects
* Fluency in addition and subtraction within 10
* Representing addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations
* Understanding of numbers 11-19 through the use of objects or drawings
* Solving addition and subtraction word problems
* Making combinations of tens
* Recognizing shapes and identifying them (cylinder, sphere, cone, cube)
* Measuring items using longer and shorter terms
* Classifying objects into categories by similar attributes
* Composes simple shapes to form larger shapes
* Understands concepts of first and last
* Groups objects and understands sorting strategies
* Counts backwards 20-0
* Writes dictated numbers 0-20
* Makes and describes a two-part system
* Sorts objects using sorting strategies
* Engages problem solving strategies
* Understands basic graphs
* Understand the terms such as above, below, beside, in front of, behind, and next to

***1st Grade English Language Arts***

All students will read, write, speak, and listen to acquire, clarify, apply, and communicate knowledge and ideas.

Students will know and understand the following:

**Print Concepts:**

* Understand text and illustrations convey meaning
* Read from left to right, top to bottom
* Locate title, author, and illustrator of text
* Match oral words to printed words

**Phonics :**

* Use strategies for trying vowel sounds
* Recognize common blends and diagraphs
* Apply strategies for decoding unfamiliar words when reading (letter/sound cues, context clues, two syllable words that follow a pattern)

**Spelling:**

* Apply strategies when writing words (sound/letter correlation, high frequency words, common vowel patterns, including a vowel in each syllable)

**Sight Words:**

* Read and Spell 64 sight words

**Reading Comprehension:**

* Recognizes different purposes for reading, writing, speaking, and listening
* Apply comprehension strategies
* Makes and checks predictions
* Identify story elements, main idea, characters, and setting
* Infer theme
* Sequence events and determines importance
* Begin to understand different genres of fiction and non-fiction text
* Use text features to learn more about a topic

**Writing:**

* Forms legible letters using appropriate spacing and size
* Write words on page from left to right, top to bottom
* Use upper/lower case letters when appropriate
* Use capital letters at the start of each sentence
* Capitalize “I”
* Use end punctuation
* Use steps in writing process including prewriting, drafting, revising, editing, and publishing
* Explores different genres of writing: narrative, informational, opinion, and poetry

**Speaking/Listening:**

* Communicate and expands ideas through speaking and listening
* Follow rules of conversation and makes contributions to discussions
* Listen to classmates and responds to a variety of media

***Readers Workshop Units of Study Overview***

Students will learn to build stamina for reading, select goals for themselves as readers and writers, share their books with others, retell important parts of the book, and use strategies to decode new words, phrases, and information.

Students will learn how to use text features to help find information, to understand how each part of a text goes together, reflect on new learning with a partner, use pictures and words to comprehend text, make connections between what one knows to what one is reading, make sense of new words and retain that knowledge, and synthesize information from different resources. Students will employ accuracy, fluency, and expression when reading and writing.

Students will learn how authors use real-life experiences and imagination to write stories, will learn how words and phrases in stories, poems, and songs appeal to the senses, and will learn to share knowledge, thoughts, and feelings with others. Students will learn how an author’s choice of words and illustrations help to learn about a topic.

Students will learn how to use questioning and discussion techniques to improve their own reading comprehension and understand key details, to use inferring to understand story elements and the author’s purpose, and will use evidence to support opinions, inferences, and informational writing. Students will use research skills in order to find, share, and present new learning.

Students will understand why it is important to understand the message or lesson of a story, use different strategies to understand a story, and learn how authors describe characters, settings, and events so learners can imagine them in their minds.

Students will learn different strategies to employ before, during, and after reading in order to better understand characters, will develop inquiry skills to be able to discuss how characters change and grow, and learn to connect lessons learned through text to their own lives.

Students will understand character development by feeling and acting out roles in order to learn about different characters, studying point of view, and will compare how different authors explore similar morals and/or lessons in sometimes very different ways.

***1st Grade Mathematics***

The school district uses Math Expressions Common Core as the primary curriculum resource for grades kindergarten through grade five. In Math Expressions, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent, and explore, but also learn and practice important math strategies. Students engage in Math Talks where they develop viable arguments and critique the reasoning of others. Math content and models connect and build across grade levels in order to provide a learning progression that aligns with the Common Core State Standards for Mathematics.

Based on the Standards of Mathematical Practices, students will:

* Use the language of the problem to conceptualize real world situations
* Focus on the mathematical aspects of the situation and make a math drawing and or write a situation equation to represent the relationship of the numbers in the problem
* Use the math drawing and/or the situation to find the unknown
* Write the answer to the problem including a label; explain and compare solutions with a classmate.

Students engage in the following types of problems in First Grade:

* Add To-Result Unknown, Change Unknown, Start Unknown
* Take From-Result Unknown, Change Unknown, Start Unknown
* Put Together/Take Apart-Total Unknown, Addend Unknown, Both Addends Unknown
* Compare-Difference Unknown, Bigger Unknown, Smaller Unknown

**The four critical areas of focus in First Grade include:**

* Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20
* Developing understanding of whole number relationships and place value (including tens and ones)
* Developing understanding of linear measurement and measuring lengths as iterating length units
* Reasoning about attributes and composing and decomposing geometric shapes

Students will:

* Make sense of problems and persevere in solving them (practice standard)
* Model with mathematics and attend to precision (practice standard)
* Compute processes for addition and subtraction
* Use addition and subtraction within 10 to solve story problems
* Determine if equations are true or false
* Use circle drawings, Math Mountains, and equations to represent an unknown addend problem
* Understand inverse relationships between addition and subtraction; how to apply this understanding when working with addition and subtraction problems
* Count forward at any given number up to 120 by ones and tens; count back from any given number up to 120 by ones and tens
* Read, write, compare, and order numbers to 120
* Understand the value of a two-digit number and how the number represents tens and ones
* Add a two digit number and a one digit number
* Tell and show time to the hour and half hour using analog and digital clocks; measure time using monthly calendars
* Use measurement tools such as rulers and thermometers; begin measuring with tools using standard and non standard units (practice standard)
* Identify, distinguish, compose, and compare two and three dimensional figures
* Understand fractions are equal shares and describe them using words such as halves, fourths, and quarters
* Create and interpret information from bar graphs, picture graphs, tables, and tallies of data.
* Represent 2 digit numbers using concrete objects, place value cards, or drawings
* Compare 2 digit numbers using place value cards and drawings
* Model 2 digit addition using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
* Use reasoning to mentally find 10 more or 10 less
* Use objects, drawings, and equations with a symbol for the unknown number to represent a problem
* Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps
* Understand that decomposing into more equal shares creates smaller shares
* Add within 100, including adding a 2 digit number and a 1 digit number, and adding a 2 digit number and a multiple of 10

***2nd Grade English Language Arts***

All students will read, write, speak, and listen to acquire, clarify, apply, and communicate knowledge and ideas.

Students will know and understand the following:

**Phonics :**

* Use sounds including long and short vowels, vowel teams, consonants, blends, consonant and vowel patterns, blending and inflectional endings for decoding words

**Word Study/Vocabulary:**

* Use words and concepts to understanding spelling and word knowledge including synonyms/antonyms, homophones/homographs, specialized vocabulary, multiple meaning words, figurative language, and prefixes/suffixes
* Determine word meaning by using a glossary, dictionary, and/or thesaurus

**Reading Comprehension:**

* Select reading material based on personal interests and reading level
* Use graphic organizers to increase comprehension
* Apply strategies to aid in comprehension (prior knowledge, connections, predictions, visualization, asking questions, inferring, determining important ideas and main idea)
* Retell a story to include characters, settings, and main events
* Begin to understand different genres of fiction and non-fiction text

**Writing:**

* Write sentence with subject and predicate
* Use nouns, pronouns, verbs, and adjectives in writing
* Use correct end punctuation such as period, exclamation mark, and question mark
* Use comma between city and state and date and year
* Capitalize first word in sentence, names, titles, days, months, holidays
* Use steps in writing process including prewriting, drafting, revising, editing, and publishing

**Speaking/Listening:**

* Communicate and expands ideas through speaking and listening
* Follow rules of conversation and makes contributions to discussions
* Listen to classmates and responds to a variety of media
* Make oral presentations that are clear and concise

***Readers Workshop Units of Study Overview***

Students will learn to build stamina for reading, select goals for themselves as readers and writers, share their books with others, retell important parts of the book, and use strategies to decode new words, phrases, and information.

Students will learn how to use text features to understand how each part of a text goes together, reflect on new learning with a partner, use pictures and words to comprehend text, make connections between what one knows to what one is reading, make sense of new words and retain that knowledge, and synthesize information from different resources.

Students will learn how to use questioning and discussion techniques to improve their own reading comprehension, to use inferring to understand story elements and the author’s purpose, and will use evidence to support inferences.

Students will learn different strategies to employ before, during, and after reading in order to better understand characters, will develop inquiry skills to be able to discuss how characters change and grow, and learn to connect lessons learned through text to their own lives. Students will learn the difference between their reading voice and their thinking voice and learn how reading can change their thinking,

Students will understand character development by feeling and acting out roles in order to learn about different characters, studying point of view, and will compare how different authors explore similar morals and/or lessons in sometimes very different ways.

***2nd Grade Mathematics***

The school district uses Math Expressions Common Core as the primary curriculum resource for grades kindergarten through grade five. In Math Expressions, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent, and explore, but also learn and practice important math strategies. Students engage in Math Talks where they develop viable arguments and critique the reasoning of others. Math content and models connect and build across grade levels in order to provide a learning progression that aligns with the Common Core State Standards for Mathematics.

Based on the Standards of Mathematical Practices, students will:

* Use the language of the problem to conceptualize real world situations
* Focus on the mathematical aspects of the situation and make a math drawing and or write a situation equation to represent the relationship of the numbers in the problem
* Use the math drawing and/or the situation to find the unknown
* Write the answer to the problem including a label; explain and compare solutions with a classmate.

Students engage in the following types of problems in Second Grade:

* Add To-Result Unknown, Change Unknown, Start Unknown
* Take From-Result Unknown, Change Unknown, Start Unknown
* Put Together/Take Apart-Total Unknown, Addend Unknown, Both Addends Unknown
* Compare-Difference Unknown, Greater Unknown, Smaller Unknown

**The four critical areas of focus in Second Grade include:**

* Expanding an understanding of base-ten notation
* Building fluency with addition and subtraction
* Using standard units of measure
* Describing and analyzing shapes

Students will:

* Make sense of problems and persevere in solving them (practice standard)
* Model with mathematics and attend to precision (practice standard)
* Add and subtract fluently within 100 and use strategies to solve word problems to 1000
* Apply basic addition and subtraction facts to everyday problems
* Fluently find sums of two digit numbers
* Solve simple two-step addition problems with single digit addends
* Skip count by 5s, 10s, and 100s to 100 from any given three digit number
* Understand place value of ones, tens, and hundreds in numbers in a variety of math activities
* Solve problems involving dollar bills, quarters, dimes, nickels, and pennies
* Work with equal groups of objects to gain a foundation of multiplication
* Partition and describe 2, 3, and 4 equal shares using circles and rectangles
* Use analog and digital clocks to tell time
* Tell time accurately with five minute intervals, units of time, and calendar skills
* Recognize and draw shapes with specific attributes
* Identify and draw triangles, quadrilaterals, pentagons, hexagons, and cubes
* Partition a rectangle into rows and columns of same-size squares and count to find the total
* Understand and use the term halves, thirds, half of, a third of, and describe a whole as two halves, three thirds, and four fourths
* Understand that equal shares of identical wholes need not have the same shape
* Use drawings and equations with a symbol for the unknown to represent addition or subtraction word problems within 100
* Measure objects by selecting the appropriate tool to measure inches, feet, centimeters, and meters
* Use drawings and equations to solve problems involving length
* Generate, draw, and compare information from experiences using pictures and bar graphs with single unit scales

***3rd Grade English Language Arts***

All students will read, write, speak, and listen to acquire, clarify, apply, and communicate knowledge and ideas.

Students will know and understand the following:

**Phonics/Word Study/Vocabulary:**

* Use sounds including vowels, consonants, blends, consonant and vowel patterns, blending and inflectional endings for decoding words
* Use words and concepts to understanding spelling and word knowledge including synonyms/antonyms, homophones/homographs, specialized vocabulary, multiple meaning words, figurative language, and prefixes/suffixes
* Determine word meaning by using a glossary, dictionary, and/or thesaurus

**Reading Comprehension:**

* Select reading material based on personal interests and reading level
* Use text, context clues, and graphic organizers to increase comprehension
* Apply strategies to aid and monitor comprehension (prior knowledge, connections, predictions, visualization, asking questions, inferring, determining important ideas and main idea, synthesizing, cause and effect)
* Retell a story to include characters, settings, and main events
* Understand different genres of fiction and non-fiction text
* Identify different parts of a book
* Differentiate between fact and opinion in non-fiction text

**Writing:**

* Learn to write cursive letters
* Use nouns, pronouns, verbs, adjectives, and adverbs in writing
* Use correct punctuation including commas, quotation marks, apostrophes, etc.
* Write for a variety of purposes
* Write paragraphs that include a topic sentence and supporting details, while using descriptive language and various types of sentence structure
* Reflect and evaluate their own writing
* Capitalize first word in sentence, names, titles, days, months, holidays
* Evaluate, create, and edit different types of multi-media
* Use steps in writing process including prewriting, drafting, revising, editing, and publishing

**Speaking/Listening:**

* Communicate and expands ideas through speaking and listening
* Follow rules of conversation and makes contributions to discussions
* Listen to classmates and responds to a variety of media
* Make oral presentations that are clear and concise

***Readers Workshop Units of Study Overview***

Students will learn to build stamina for reading, select goals for themselves as readers and writers, and share their books with others. Students will understand how to use strategies to help comprehend text and strategies to monitor their own comprehension of the text. Students will learn to question characters and pay attention to details when reading.

Students will summarize what they have read and retell important parts of the book with reading partners. Students will listen to each other in order to help others add details and develop their own ideas about what they have just read.

Students will learn how to use text features to understand how each part of a text goes together, reflect on new learning with a partner, use pictures and words to comprehend text, make connections between what one knows to what one is reading, make sense of new words and retain that knowledge, and synthesize information from different resources.

Students will learn how to use questioning and discussion techniques to improve their own reading comprehension, to use inferring to understand story elements and the author’s purpose, and will use evidence to support inferences. Students will learn how to visualize and predict in order to better understand setting and characters. Students will learn when and why authors use figurative language in order to better comprehend.

Students will learn different strategies to employ before, during, and after reading in order to better understand characters, will develop inquiry skills to be able to discuss how characters change and grow, and learn to connect lessons learned through text to their own lives. Students will learn the difference between their reading voice and their thinking voice and learn how reading can change their thinking,

Students will understand character development by feeling and acting out roles in order to learn about different characters, studying point of view, and will compare how different authors explore similar morals and/or lessons in sometimes very different ways.

Students will read nonfiction to research different topics of interest. Students will compare and contrast different texts and identify credibility of text. Students will also engage in reading biographies and apply their knowledge about character development to biographic personalities, while also paying close attention to detail. Students will read about social issues and develop an understanding of people through books, movies, and the world.

***3rd Grade Mathematics***

The school district uses Math Expressions Common Core as the primary curriculum resource for grades kindergarten through grade five. In Math Expressions, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent, and explore, but also learn and practice important math strategies. Students engage in Math Talks where they develop viable arguments and critique the reasoning of others. Math content and models connect and build across grade levels in order to provide a learning progression that aligns with the Common Core State Standards for Mathematics.

Based on the Standards of Mathematical Practices, students will:

* Use the language of the problem to conceptualize real world situations
* Focus on the mathematical aspects of the situation and make a math drawing and or write a situation equation to represent the relationship of the numbers in the problem
* Use the math drawing and/or the situation to find the unknown
* Write the answer to the problem including a label; explain and compare solutions with a classmate.

Students engage in the following types of problems in Third Grade:

* Add To-Result Unknown, Change Unknown, Start Unknown
* Take From-Result Unknown, Change Unknown, Start Unknown
* Put Together/Take Apart-Total Unknown, Addend Unknown, Other Addends Unknown
* Compare-Difference Unknown, Greater Unknown, Smaller Unknown
* Equal Groups-Unknown Product, Group Size Unknown, Number of Groups Unknown
* Arrays- Unknown Product, Unknown Factor, Unknown Factor
* Area-Unknown Product, Unknown Factor, Unknown Factor

**The four critical areas of focus in Third Grade include:**

* Developing understanding of multiplication and division and strategies for multiplication and division within 100
* Developing an understanding of fractions, especially unit fractions (fractions with a numerator of 1)
* Developing an understanding of structure of rectangular arrays and of area
* Describing and analyzing two dimensional shapes

Students will:

* Make sense of problems and persevere in solving them (practice standard)
* Model with mathematics and attend to precision (practice standard)
* Multiply and divide fluently within 100
* Fluently add and subtract within 1000 using strategies and algorithms
* Fluently find products of single digit numbers and their related quotients
* Solve two step word problems involving the four operations (+, -, x, /) using a letter for the unknown quantity
* Collect, order, and display data in tables, charts, and graphs
* Use number lines to represent time intervals
* Use drawings to represent a problem involving liquid volume and mass
* Make a line plot to record data
* Use place value drawings to represent numbers
* Use place value drawings to add and subtract whole numbers
* Use strategies based on place value, properties, and the relationship between addition and subtraction
* Use drawings and equations with a symbol for the unknown number to represent a problem
* Use information presented in scaled bar graphs to solve comparison problems
* Use properties of operations to explain patterns
* Recognize attributes of triangles, quadrilaterals, and other polygons
* Measure length, area, capacity, weight, and elapsed time
* Tell and write time using the nearest minute, calendars, time lines, etc
* Decompose polygons into triangles and compose polygons from triangles
* Recognize perimeter and area as attributes of plane figures and find ways to measure both attributes
* Investigate the relationship between perimeter and area
* Solve real world problems involving area, perimeter, and unknown side lengths
* Understand the meaning of fractions and understand fractions must be equal parts of the same whole
* Build non-unit fractions from unit fractions; compare two fractions with the same numerator or the same denominator
* Understand odd versus even
* Represent fractions in various ways, including fraction bars, number lines, and fraction strips
* Compare unit fractions and compare fractions with either the same numerator or the same denominator
* Find equivalent fractions
* Verbally explain strategies used to solve problems
* Explain solutions to problems clearly in written or verbal form; support with evidence

***4th Grade English Language Arts***

All students will read, write, speak, and listen to acquire, clarify, apply, and communicate knowledge and ideas.

Students will know and understand the following:

**Word Study/Vocabulary:**

* Use sounds, including vowels, consonants, blends, consonant and vowel patterns, blending and inflectional endings for decoding words
* Relate words and concepts to aid in spelling and word knowledge by using prefixes and suffixes, multiple meaning words, homophones/homographs, figurative language, specialized vocabulary, and derivations and relations
* Determine the meaning of words using a glossary, dictionary, and thesaurus
* Decode unknown words with strategies including: context clues, phonetic analysis and spelling patterns

**Spelling:**

* Employs useful spelling strategies
* Transfers spelling strategies to written work
* Correctly spells frequently used words
* Uses reliable English spelling patterns

**Reading Comprehension:**

* Select reading material based on his/her personal criteria and interests
* Use text and graphic organizers to increase comprehension
* Adjust speed of reading to suit purpose and difficulty of the text
* Apply strategies to monitor comprehension such as: Make connections to activate schema, visualize, ask questions, make/revise predictions, make inferences, synthesize
* Use fix it strategies
* Determine important ideas/main idea
* Recognize different types of fiction/nonfiction
* Summarize information

**Writing:**

* Use grammatical and mechanical conventions in writing
* Compose a paragraph (topic sentence, supporting details and conclusion)
* Write for a variety of purposes
* Use steps in the writing process: prewriting, drafting, revising, editing and publishing
* Use descriptive language and a variety of sentence structures
* Reflect on and evaluate his/her own writing
* Evaluate, create, and edit different types of multimedia
* Use computer to acquire, organize, analyze and edit written material

**Speaking/Listening:**

* Communicate and expands ideas through speaking and listening
* Follow rules of conversation and makes contributions to discussions
* Listen to classmates and responds to a variety of media
* Make oral presentations that are clear and concise

***Readers Workshop Units of Study Overview***

Students will learn to build stamina for reading, select goals for themselves as readers and writers, and share their books with others. Students will understand how to use strategies to help comprehend text and strategies to monitor their own comprehension of the text. Students will learn to question characters and pay attention to details when reading.

Students will summarize what they have read and retell important parts of the book with reading partners. Students will listen to each other in order to help others add details and develop their own ideas about what they have just read.

Students will learn how to use text features to understand how each part of a text goes together, reflect on new learning with a partner, use pictures and words to comprehend text, make connections between what one knows to what one is reading, make sense of new words and retain that knowledge, and synthesize information from different resources.

Students will learn how to use questioning and discussion techniques to improve their own reading comprehension, to use inferring to understand story elements and the author’s purpose, and will use evidence to support inferences. Students will learn how to visualize and predict in order to better understand setting and characters. Students will learn when and why authors use figurative language in order to better comprehend.

Students will learn different strategies to employ before, during, and after reading in order to better understand characters, will develop inquiry skills to be able to discuss how characters change and grow, and learn to connect lessons learned through text to their own lives. Students will learn the difference between their reading voice and their thinking voice and learn how reading can change their thinking,

Students will understand character development by feeling and acting out roles in order to learn about different characters, studying point of view, and will compare how different authors explore similar morals and/or lessons in sometimes very different ways.

Students will read nonfiction to research different topics of interest. Students will compare and contrast different texts and identify credibility of text. Students will also engage in historical fiction and apply their knowledge about character development to biographic personalities, while also paying close attention to detail. Students will read about social issues and develop an understanding of people through books, movies, and the world.

Students will use text structures to comprehend expository, narrative, and hybrid nonfiction texts. Students will also engage in book clubs, read and interpret historical fiction, and compare and contrast these texts. Students will understand symbolism and literary devices in order to follow themes across multiple texts.

***4th Grade Mathematics***

The school district uses Math Expressions Common Core as the primary curriculum resource for grades kindergarten through grade five. In Math Expressions, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent, and explore, but also learn and practice important math strategies. Students engage in Math Talks where they develop viable arguments and critique the reasoning of others. Math content and models connect and build across grade levels in order to provide a learning progression that aligns with the Common Core State Standards for Mathematics.

Based on the Standards of Mathematical Practices, students will:

* Use the language of the problem to conceptualize real world situations
* Focus on the mathematical aspects of the situation and make a math drawing and or write a situation equation to represent the relationship of the numbers in the problem
* Use the math drawing and/or the situation to find the unknown
* Write the answer to the problem including a label; explain and compare solutions with a classmate.

Students engage in the following types of problems in Fourth Grade:

* Add To-Result Unknown, Change Unknown, Start Unknown
* Take From-Result Unknown, Change Unknown, Start Unknown
* Put Together/Take Apart-Total Unknown, Addend Unknown, Other Addend Unknown
* Additive Comparison-Difference Unknown, Greater Unknown, Smaller Unknown
* Equal Groups-Unknown Product, Group Size Unknown, Number of Groups Unknown
* Arrays- Unknown Product, Unknown Factor, Unknown Factor
* Area-Unknown Product, Unknown Factor, Unknown Factor
* Multiplicative Comparison

**The three critical areas of focus in Fourth Grade include:**

* Developing an understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
* Developing an understanding of fraction equivalence, addition and subtraction of fractions by whole numbers
* 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.

Students will:

* Make sense of problems and persevere in solving them (practice standard)
* Model with mathematics and attend to precision (practice standard)
* Use appropriate tools strategically (practice standard)
* Use place value understanding to read, write and compare using whole numbers, fractions, and decimals (to hundredths); Use decimal notation for fractions
* Use place value drawings to conceptualize numbers and understand the relative size of place value
* Use place value to round multi-digit whole numbers to any place
* Fluently add and subtract multi-digit whole numbers using the standard algorithm
* Recognize the base ten pattern for whole numbers
* Read and write whole numbers to 1 million using different forms of a number
* Determine and use appropriate methods and tools for computation and estimation in all four operations
* Find all factor pairs for a whole number in the range of 1-100
* Generate a number pattern that follows a given rule
* Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit
* Use the four operations to solve problems involving distances, intervals of time, liquid volumes, masses of objects, and money
* Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
* Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines
* Reason repeatedly about the connection between math drawings and written numerical work
* Measure angles in whole-number degrees
* Recognize angels as geometric shapes; recognize and draw lines of symmetry
* Solve addition and subtraction problems to find unknown angles
* Draw and identify two dimensional figures; classify two-dimensional figures according to parallel or perpendicular sides or angles of a specified size
* Add and subtract to proficiency; develop multiplication and division skills.
* Multiply numbers up to four digits by a one digit number; multiply two 2 digit numbers
* Draw visual array, area, and rectangle diagrams to represent multiplication
* Divide numbers up to four digits by a one-digit number
* Solve multistep word problems
* Solve problems involving interpreting the remainder
* Write equations to represent problems with more than one step
* Use drawings and equations with a symbol for the unknown number to represent a problem
* Determine whether a number or is prime or composite
* Generate a number or shape pattern that follows a given rule; identify apparent features of the pattern that were not explicit in the rule itself
* Represent quantities using diagrams such as number line diagrams that feature a measurement scale
* Decompose fractions, justify decompositions, and visually represent the problems
* Add and subtract fractions and mixed numbers with like denominators
* Solve word problems involving addition and subtraction of fractions and mixed numbers with like denominators; solve word problems involving multiplication of a fraction and whole number
* Multiply a fraction and a whole number
* Compare fractions with like and unlike denominators; understand and explain equivalent fractions.