

# Southfield Public Schools



**Southfield  
Public Schools**

Scholars Positioned *for* Success

## FOURTH GRADE

Curriculum Handbook

## Using the Curriculum Guide

This guide is intended to address the continuum of learning as it develops across the grade levels. As children enter fourth grade, students will continue to build important reading, writing, speaking, and listening skills. Students will build on foundational reading skills, strengthening their ability to read fluently and decode more complex text. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In collaborative discussions, students will learn how to build on what others are saying. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the Common Core and Michigan State Learning Standards for each grade level and content area.

# **CURRICULUM**

## **English Language Arts Program**

Southfield Public Schools District has adopted a balanced literacy approach in conjunction with Teachers' College Reading and Writing Workshop. In grade four, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to clearly explain in detail what they have read during collaborative discussions by referring to details or information from the text. They will learn how to take notes and organize information from books, articles, and online sources to learn more about a topic. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary .Students learn literacy skills during authentic reading and writing experiences.

**The instructional framework includes the following components:**

- ★ Reading aloud to children to model appropriate strategies and thinking about books and to expose children to a wide range of literature.
- ★ Shared reading which demonstrates the process of reading, which provides the opportunity to participate and behave like a reader while building a sense of story and ability to predict.
- ★ Guided reading provides the opportunities to problem solve while reading for meaning, to use strategies on extended texts, and for teacher guidance, demonstration, and explanation.
- ★ Independent reading allows time for practicing what is taught during mini-lessons, read-alouds, shared reading and guided reading.
- ★ Shared writing demonstrates how writing works to enable children to compose messages and stories.
- ★ Interactive writing allows children to "share the pen" with the teacher to construct texts. The teacher demonstrates the concepts of print, early

writing strategies and how words work and allows children to hear sounds in words and connect with letters.

- ★ Independent writing allows time for practicing what is taught during the mini-lessons and encourages students to write about a topic that interests them, within a specific genre, using mentor texts and models as a guide.

**The Common Core Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:**

- ★ Information and understanding
- ★ Literary response and expression
- ★ Critical analysis and understanding
- ★ Social interaction

The expectation is that students will "read a minimum of 25 books or the equivalent per year across all content areas and standards" and will "write on a daily basis across all content areas and standards."

### **Reading**

To support children in the meeting of these standards, fourth graders increase their independence and become active, thoughtful, engaged readers and writers. They read more challenging texts which demand higher-order thinking. Fourth graders become active, efficient problem solvers when encountering unknown words. They deepen their understanding of text structures and how to problem solve challenging vocabulary. Fourth graders develop their ability to identify big ideas in texts and share inferences of their own to build meaning. Students continue to read, write, and discuss fiction and nonfiction texts daily to learn how different sources are crafted to help readers construct meaning about the world. Rich academic conversations help students apply foundational listening and speaking skills to learn how to understand, speak, and use words to communicate and actively engage within and beyond the classroom. Additionally, students' writing stamina grows, and they become more sophisticated with their words when writing about what they are learning and their personal experiences. Fourth graders deepen their understanding of the qualities of good writing by exploring a variety of

structures using the writing process. The ultimate goal of a balanced language arts curriculum is to build skills, independence, and passion to become lifelong readers, writers, and speakers.

Throughout the year teachers use a variety of formal and informal assessments to examine students' strengths and areas of focus to inform instruction to ensure all students progress toward grade-level expectations:

- ★ Recognizing and describing the basic elements of the story by drawing on specific details in the text.
- ★ Attending key features of informational texts; comparing and contrasting information; and explaining how the author uses facts, details, and evidence to support particular points.
- ★ Comparing ideas, characters, events, and settings in stories and myths from different cultures.
- ★ Independently conducting a short research project on different aspects of a topic using evidence from books and other resources.
- ★ Participating in class conversations to understand others, build vocabulary, and communicate thoughts and needs.
- ★ Reporting orally on a topic or telling a story with enough facts and details.
- ★ Building understanding of relationships between words and nuances in word meanings - synonyms, antonyms, idioms - and using this knowledge to convey ideas precisely.

### **Foundational Reading Skills in Upper Elementary:**

As the texts students encounter increase in complexity, returning to the core skills of phonics and word recognition helps students feel more confident when they come to a challenging word or phrase because they have strategies to work through reading the specific word. The foundational reading skills students need in upper elementary fall into three areas: decoding, fluency, and oral fluency.

Concept	Definition	Classroom/Home Activities
<b>Decoding</b>	<ul style="list-style-type: none"> <li>● decode multisyllabic words: use prefixes, suffixes, and roots to decode and understand the meanings of words.</li> <li>● apply phonics and word analysis skills to decode words.</li> <li>● read irregularly spelled words.</li> </ul>	<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>● These are especially good for reviewing irregularly spelled words. Students can even keep their own mini-dictionaries of irregular words.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>● read accurately enough to support comprehension.</li> <li>● read fluently enough to support comprehension.</li> <li>● self-correct based on context-reread when necessary.</li> </ul>	<p><b>Modeling:</b></p> <ul style="list-style-type: none"> <li>● Reading with appropriate expression.</li> <li>● Reading with expression or reading words with a flat tone to show students how expression helps comprehension.</li> </ul>
<b>Oral Fluency</b>	<ul style="list-style-type: none"> <li>● read aloud accurately</li> <li>● read aloud with an appropriate rate</li> <li>● read aloud with expression</li> </ul>	<p><b>Modeling:</b></p> <ul style="list-style-type: none"> <li>● Reading at an appropriate rate.</li> <li>● Read too fast or too slow to show students what happens when you don't read at an appropriate rate.</li> </ul>

## Writing

The competencies that fourth grade students are expected to develop as they learn to write include to:

- ★ Conducting research projects — both independently and as part of group work - by taking notes in their own words on what they read in novels, nonfiction books, periodicals, and digital sources, then reviewing and categorizing the new knowledge.
- ★ Spending more time on the planning stage of writing. Fourth graders should brainstorm ideas, read and reread, take notes, find additional sources, discuss aloud how new knowledge fits in with what they knew before, and visually organize what they plan to write.
- ★ Using storytelling techniques, descriptive details, and clear sequences to write compelling tales; using facts, definitions, details, quotes, and examples to develop a report; presenting research-supported reasons to support any written opinion.

**Writing tasks** in grade four may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Three Writing	Grade Four Writing	Grade Five Writing
<ul style="list-style-type: none"><li>• Students introduce a topic and use facts, definitions, and details to develop points.</li><li>• Students provide a concluding statement or section.</li><li>• Students group related information together.</li><li>• Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>.</li></ul>	<ul style="list-style-type: none"><li>• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.</li><li>• Students provide a concluding statement or section related to the information or explanation presented.</li><li>• Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.</li><li>• Students link ideas within categories of information using words and phrases (such as another, for example, also, and because).</li><li>• Students use precise language and subject-specific vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.</li><li>• Students provide a concluding statement or section related to the information or explanation presented.</li><li>• Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.</li><li>• Students link ideas within and across categories of information using words, phrases, and clauses (such as in contrast or especially).</li><li>• Students use precise language and subject-specific vocabulary.</li></ul>

This overview for English Language Arts, provided by the Council of the Great City Schools, reflects how the Common Core State Standards have guided our development of a rich and comprehensive curriculum for our students.

## K-5 District Literacy Resources:

- Fountas and Pinnell Classroom
- Heggerty Phonological & Phonemic Awareness by Literary Resources
- i-Ready Central Resources | Family Center - Home
- Learning Ally

## CURRICULUM

### Social Studies Program

The aim of Social Studies is the promotion of civic competence - the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Civic ideals and practices enable students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

The revision of the Social Studies curriculum which currently reflects the *Michigan State Social Studies Standards*. The revision process is being guided by the newly issued College, Career, and Civic Life (C3) Framework, and is supported by the Michigan State Board of Education. To view the entire document that explains the C3 Framework, please visit: <http://www.socialstudies.org/c3>

## **Grade Four Focus of Study- United States Studies**

In Grade Four, students extend their application of previously learned social studies concepts as they compare their state with the major geographic regions of the United States. Through these comparisons, they deepen their understanding of how events, geography, and economy can influence people and places. Using examples from Michigan's past, they learn about Michigan's role in the development of the country, and the role played by other U.S. states and regions. They are given practice in making decisions and in taking action aimed at solving problems facing the people of Michigan.

**HISTORY:** Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.

**GEOGRAPHY:** Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

**CIVICS AND GOVERNMENT:** Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government, and rights and responsibilities of citizenship.

**ECONOMICS:** Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

**PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION:** Individually and collaboratively, students will investigate public issues in the United States that impact the daily lives of its citizens, write a brief essay expressing a position on the issue, and develop and implement an action plan to address or inform others of the issue.

### **K-5 District Social Studies Resources:**

- SAVVAS MyWorld Interactive

- BrainPOP and BrainPOP Jr.
- Newsela (for Grades 3-5)

## CURRICULUM

### District Math

#### **Fourth Grade Overview**

In fourth grade, students deepen their understanding of multiplication and division with concepts like factors, multiples, and multiplicative comparisons. Multiplication also allows students to conceptualize qualities of number including prime, composite, and square. With a deeper understanding of number and place value, students solve problems involving multi-digit arithmetic. They also use multiplication and division to partition 360 degrees into smaller parts and develop the concept of angle measurement. In addition to angles, attributes including parallel and perpendicular sides, and line symmetry increase the sophistication with which students draw and classify shapes. They also develop formulas for calculating area and perimeter for rectangles (building from the more concrete ideas of area and perimeter developed in third grade) and use these formulas to solve problems. Work with fractions is extended from third grade as students learn decimal notation for fractions and develop strategies for generating equivalent fractions.

Curriculum Resources: enVision Mathematics K-5  
Supplemental Resource Brainpop

	<b>Months</b>	<b>Topic</b>
<b>Quarter 1</b>	September - October	<p><b>1.</b> How are greater numbers written? Generalize Place Value Understanding</p> <p><b>2.</b> Fluently Add and Subtract Multi Digit Whole Numbers</p> <p><b>3.</b> Use Strategies and Properties to Multiply By one digit numbers, multiples of 10, 100, and 1,000</p> <p><b>4.</b> Use Strategies Such as Modeling and the Distributive Property to Multiply</p>
<b>Quarter 2</b>	November -January	<p><b>5.</b> Use Strategies and Properties to Divide by 1 Digit Numbers</p> <p><b>6.</b> Use Operations with Whole Numbers to Solve Problems</p> <p><b>7.</b> Factors and Multiples: Identify Prime and Composite Numbers</p> <p><b>8.</b> Extend Understanding of Fraction Equivalence and Ordering</p>
<b>Quarter 3</b>	January -March	<p><b>9.</b> Understand Addition and Subtraction of Fractions</p> <p><b>10.</b> Extend Multiplication Concepts and Fractions</p> <p><b>11.</b> Represent and Interpret Data on Line Plots</p> <p><b>12.</b> Understand and Compare Decimals</p>
<b>Quarter 4</b>	April - June	<p><b>13.</b> Measurement: Find Equivalence in Unit of Measure</p> <p><b>14.</b> Algebra: Generate and Analyze Patterns</p> <p><b>15.</b> Geometric Measurement: Understand Concepts of Angles and Angle Measurement</p> <p><b>16.</b> Lines, Angles and Shapes</p>

# CURRICULUM

## Science

The SPS Science program includes unit lessons aligned with the Next Generation Science Standards (NGSS) which include learning in Life Science, Earth and Space Science, and Physical Science. It is well known that we learn by doing, and with the adoption of 3 Dimensional learning, Science learners engage in lessons that are rich in content and practice. The Science Department creates, promotes, and supports a rigorous, engaging, and hands-on curriculum that sparks student curiosity, allows students to be active participants in their own learning. Our goal is that all students:

- Are curious, and have an appreciation for discovery and science
- Feel actively involved in the classroom learning community
- Deeply understand key scientific concepts that will have real world connections
- Can think critically and communicate effectively about science

K-5 District Science Resource Mystery Science

Supplemental Science Resource Brainpop

### **Human Body, Vision and the Brain**

- 4-LS1-1 • 4-LS1-2 • 4-PS4-2

In this unit, students investigate structures and functions of the human body. Students explore how our bones and muscles are interconnected, how our eyes interact with light and impact our vision, and how our brain responds to stimuli in our environment.

### **Earth's Features and Processes**

- 4-ESS1-1 • 4-ESS2-1 • 4-ESS2-2 • 4-ESS3-2 • 3-5-ETS1-2

In this unit, students investigate features and processes of the Earth's surface. Students explore the rapid process of volcanic eruptions! In contrast, students also explore the gradual Earth processes of weathering and erosion. Students apply their knowledge and design solutions to mitigate the impacts of these processes on humans.

### **Sound, Waves and Communication**

- 4-PS4-1 • 4-PS4-3 • 3-5-ETS1-2 • 3-5-ETS1-3

In this unit, students investigate the science of sound. Students construct physical devices to feel the vibrations that allow us to communicate across distances. Students also use digital devices to visualize the characteristics of different sound waves that cause us to hear different things.

### **Energy, Energy Transfer and Electricity**

- 4-PS3-1 • 4-PS3-2 • 4-PS3-3 • 4-PS3-4 • 4-ESS3-1 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3

In this unit, students explore energy! Students investigate how energy is stored, how it can make objects move, and how collisions transfer energy between objects. Students also construct devices that convert energy from one form into another, such as heat into motion and electricity into light.