



# Rymfire Elementary School

Flagler County School District

## FOURTH GRADE

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### Raising Student Achievement One Day at a Time

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#### GRADE LEVEL EXPECTATIONS

A Representative Sample of Expectations by Grade Level

For more detailed grade level expectations see the Florida Department of Education Website  
<http://www.firn.edu/doe/menu/sss.htm>

Dear Parents,

The goal of Rymfire Elementary School is to provide a quality education for every student. Our school works toward this goal by making sure that every child has an exciting and meaningful learning experience. We expect all of our students to learn and demonstrate increasingly complex skills as they progress through the grades towards ultimately becoming a responsible and productive member of society.

In an effort to involve you to the greatest extent possible in your child's education, we have compiled an outline of what your child will learn in this grade level. You can impact your child's academic success by becoming familiar with this curriculum and how you can reinforce classroom activities at home. The grade level expectations have been adopted by the state to provide focus and consistency for teachers, parents, and students.

If you have questions regarding curriculum or school programs, please call your child's teacher.

Sincerely,  
Paula St. Francis  
Principal

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### Language Arts

#### Reading

- uses resources and references such as dictionary, thesaurus, and context to build word meanings
- uses a variety of strategies to determine meaning and increase vocabulary
- uses knowledge of authors' styles, themes, and genres to choose own reading selections
- identifies examples of fact, fiction, and opinion in text
- understands explicit and implicit ideas and information in fourth grade or higher level texts
- uses a variety of strategies to monitor reading in fourth grade or higher level texts
- recognizes comparison or contrast in a text and understands how it impacts the meaning of a text
- uses a variety of reference materials to gather

#### information

- identifies author's purpose in a text
- uses text features to predict content and monitor comprehension

#### Writing

- creates a logical organizational pattern (including a beginning, middle, and end)
- uses electronic technology to create, revise, retrieve, and verify information
- uses various parts of speech correctly
- uses supporting ideas, details, and facts from a variety of sources to develop and elaborate a topic
- writes notes, comments, and observations that reflect comprehension of fourth grade level or higher
- focuses on a central idea or topic

#### Special points of interest:

- Things Parents Can Do Page 4
- Recommended Books Page 5
- Internet Resources Page 5

*"There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book."*

*Marcel Proust*

- generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth grade or higher
- revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details
- uses varied sentence structures

**Listening, Viewing, and Speaking**

- understands the main concept and supporting details in nonprint media messages
- uses strategies to respond to speakers
- discusses and reacts to nonverbal cues used in a variety of media
- understands information presented orally
- uses strategies to speak clearly (for example, rate, volume, tone, projection)
- asks questions and makes comments and observations
- uses eye contact and gestures that engage the audience

- prepares for and gives presentations for specific occasions, audiences, and purposes
- uses discussion strategies

**Language**

- uses appropriate words to shape reactions, perceptions, and beliefs
- understands similes, metaphors, analogies, and alliteration
- uses a technique employed in media messages to achieve a specific purpose
- uses appropriate available technologies to enhance communication
- interprets messages conveyed through mass media
- uses elements of grammar in speech
- uses sentence variety in speech
- varies language according to situation, audience, and purpose

**Literature**

- understands the major theme in a story
- understands the major information in a nonfiction text
- forms ideas about what has been read in a literary text and uses specific information from the text to support these ideas
- identifies cause and effect relationships in literary texts
- identifies and uses literary terminology appropriate to fourth grade or higher level
- reads a variety of literary and informational texts
- understands the development of a plot in a fourth grade level or higher story
- understands how conflicts are resolved in a story
- makes inferences and draws conclusions regarding story elements of a fourth grade or higher level text

**Mathematics**

**Number Sense, Concepts, and Operations**

- knows the properties of numbers including the following:
  - the identity, commutative and associative properties of addition
  - the zero and identity properties of multiplication
  - the commutative, associative, and distributive properties of multiplication
- uses problem solving strategies to determine the operation(s) needed to solve one and two step problems involving addition, subtraction, multiplication and division of whole numbers and addition and subtraction of decimals and fractions
- explains the reason for choosing a particular computing method for a particular problem
- chooses, describes, and explains estimation strategies used to determine the reasonableness of solution to word problems
- explains and demonstrates the multiplication and division of whole numbers using manipulatives, algorithms, and drawings

**Measurement**

- knows measurement concepts and uses oral and

written language to communicate them

- knows about varied time intervals, including decades, hours, minutes, and seconds
- solves word problems involving perimeter, area and volume using graphic, concrete, or pictorial models

**Geometry and Spatial Sense**

- uses appropriate geometric vocabulary to describe properties of two and three dimensional figures
- uses manipulatives to solve problems requiring spatial visualization
- knows how to identify, locate and plot ordered pairs of whole numbers on a graph
- investigates angle measures using models and manipulatives for the common angles of 45, 90, and 180 degrees, and uses these angles as reference points for measures of other angles
- draws and classifies two dimensional figures having up to eight or more sides
- compares and applies the concepts of area and perimeter to problems
- knows how area and perimeter are affected when geometric figures are combined

**Algebraic Thinking**

- translates problems involving equations or simple inequalities using manipulatives, diagrams, or models, symbolic expressions, or written expressions

**Ideas for Helping Your Child at Home**

- Discuss movies and television shows you and your child have watched. relate them to things he/she has read
- Encourage your child to read a variety of materials by providing magazines, newspapers, and library books
- Be a model reader for your child

- describes, extends and creates numerical and geometric patterns using a variety of models
- solves problems involving equations for simple inequalities using manipulatives, diagrams or models, symbolic expressions or written phrases

#### Data Analysis and Probability

- interprets and compares information from different types of graphs including graphs from content area materials and periodicals
- generates questions, collects responses, and displays data on a pictograph, circle, bar, or line graph, or double bar graph

#### Ideas for Helping Your Child at Home

- Help your child design a quilt pattern using a variety of geometric shapes.
- Have your child estimate the amount of time and money needed to complete the tasks in a specific project. After the project is finished, compare the estimate to the actual results.
- Ask your child to select several upcoming events that are significant for him/her (birthday, Christmas, a vacation, end of the school year). Have him/her calculate the numbers of months, weeks, days, hours, minutes and seconds until the event.

## Social Studies

### Time, Continuity, and Change (History)

- knows selected physical features of Florida
- understands ways geographic features influenced the exploration, colonization, and expansion of Florida
- knows different types of primary and secondary sources
- understands reasons that immigrants came to Florida (for example, fleeing oppression, economic opportunity, health reasons)
- knows causes, key events, and effects of the Civil War and Reconstruction in Florida
- understands the contributions of selected significant men and women, including African Americans and Hispanics, on the development of Florida

### People, Places, and Environments (Geography)

- uses maps, globes, charts, and other geographic tools to gather and interpret data and draw conclusions about physical patterns
- knows how regions in Florida are constructed according to physical criteria and human criteria

## Science

### The Nature of Matter

- uses a variety of measurements to compare and contrast the physical properties of matter
- understands that heating or cooling of matter will speed up or slow down, respectively, the motion of the small particles within matter
- uses a variety of tools to observe and study minute details of objects

### Energy

- knows that most living things use energy from the sun to live and grow
- knows how to trace the flow of energy in a system (for example, in an ecosystem)

### Government and the Citizen (Civics and Government)

- understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of Florida government
- understands some ways industrialization and urbanization have affected Florida
- extends and refines understanding of ways personal and civic responsibility are important
- understands the functions of government under the framework of the Florida constitution
- knows basic things Florida government does in one's school, community, state, and nation

### Production, Distribution, and Consumption (Economics)

- knows examples of scarcity in Florida
- knows the basic concept of earning income
- knows the basic concept of a budget
- knows the ways state government provides goods and services through taxation

#### Ideas for Helping Your Child at Home

- Plan a trip to a historic place in the state or county that your child has never been. Use a map to plan the route with your child, and let him/her be the navigator for the trip. Afterward, discuss the significance of the site.
- Tell your child about your family history. Work together on a photograph album or written record of your family.
- Use an atlas or globe to locate places your child reads or hears about. Discuss how life in those places would be like or unlike where you live.

### Force and Motion

- knows that velocity describes a change in distance over time
- understands how simple machines are used to make tasks possible
- uses tools to measure changes in position, direction, and speed of an object after a push or pull

has been applied

#### Process that Shape the Earth

- understands the stages of the rock cycle
- knows the properties of different types of soil
- understands how the water cycle is influenced by temperature and land features
- understands how processes of weathering and erosion constantly change the surface of the Earth

#### Earth and Space

- knows how the energy of the Sun can be captured as a source of heat and light on Earth
- knows characteristics of the planets
- knows that gravity is one of the forces that keeps planets arranged in orbits around the Sun, and the Moon in orbit around the Earth

## For Parents

Prepared by the FCRR Curriculum and Instruction Team:  
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#### Processes of Life

- knows that complex animals have specialized organ to carry out life processes
- knows the major organ systems of the human body
- understands the functions of various body systems
- knows that living things are composed of cells
- knows that processes needed for life are carried out by the cells

#### The Nature of Science

- uses metric tools to measure, record, and interpret data
- works collaboratively to collect, share, and record information for a scientific investigation
- makes predictions based on data from various types of graphs
- knows basic patterns, sequences, and cycles occurring in nature

#### Ideas for Helping Your Child at Home

- Use the newspaper to help your child observe temperature and humidity changes. Make a graph to plot these changes over time.
- During hurricane season, plot coordinates of hurricanes on a tracking chart.
- Help your child identify all the items in your home that use electricity. Discuss how various tasks could be performed without electric power.

1. Create a special workspace and schedule daily quiet time for your child to do his/her homework from school. Be sure this is a time you are available to help if needed.
2. Schedule 15 minutes of special time everyday to listen to your child read.
3. Plan to go to the school library, public library, or the local bookstore once each week and read a new book together. After reading each book, talk about how it is similar to other books you have read together,
4. Encourage reading fluency by having your child read and reread familiar books. It can also be helpful to have your child read a short passage over several times while you record the time it takes. Children often enjoy seeing if they can improve their time from one reading to the next, and the repeated reading helps to establish a habit of fluent reading.
5. Have him/her read a book to a younger sibling (or even a pet), perhaps playing "teacher" and asking the brother or sister good questions as they read.
6. Have your child tell you a new word he/she has learned every single day. This word could be from a book they are reading, something you or the teacher said, or even a conversation that he heard at school. Talk about what it means then make up a sentence with the new word. If needed, use a dictionary to figure out what the word means. Play a game where each of you have to use the word in a sentence at least twice that day. Try to use that word again that week. Maybe add the words to a "my new vocabulary word list" and post it on the refrigerator. The more you talk to your child, the faster their vocabulary will grow.

"If you add a little to a little, and then do it again, soon that little shall be much." —Hesiod

## Suggested Books

Annos's Sundial - Masaichiro and Mitsumasa Anno

The Borrowers - Mary Norton

The Cricket in Times Square - George Selden

Aesop's Fables - any version

Harriet the Spy - Louise Fitzhugh

James and the Giant Peach - Roald Dahl

Charlie and the Chocolate Factory - Roald Dahl

When I was Young in the Mountains - Cynthia Rylant

Sarah, Plain and Tall - Patricia MacLachlan

The Drinking Gourd - F.N. Monjo

The Pinballs - Betsy Byers

Secret Garden - Francis H. Burnett

A Chocolate Moose for Dinner - Fred Gwynne

Indian in the Cupboard - Lynne Banks Rei

Because of Winn-Dixie - Kate DiCamillo

Maniac Magee - Jerry Spinelli

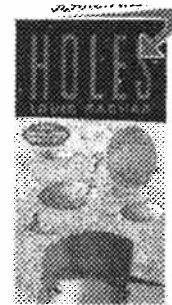
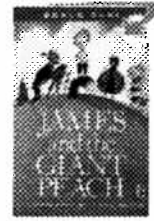
Danger Guys and the Golden Lizard - Tony Abbott

Artemis Fowl - Eoin Colfer

Hatchet - Gary Paulsen

Sideways Stories from Wayside School - Louis Sachar

Holes - Louis Sachar



*Children are made readers on the laps of their parents. (1994)*

*~ Emilie Buchwald ~*

## Web Sites for Parents

<http://www.netsmartz.org/>

The NetSmartz Workshop is an interactive, educational safety resource to teach kids and teens how to stay safer on the Internet. NetSmartz combines the newest technologies available and the most current information to create high-impact educational activities that are well received by even the most tech-savvy kids

<http://www.healthykids.org/>

A public/private organization providing quality health insurance to Florida's children.

<http://www.readingrockets.org/home.php>

Hundreds of research-based and best-practice articles about reading and video interviews with top children's book authors plus great kids books.

<http://www.rif.org/>

<http://www.funbrain.com/>

<http://www.fcatexplorer.com/>

<http://fcit.usf.edu/florida/default.htm>

Check out tips and activity ideas to help you motivate your kids to read.

*"Children are our most valuable natural resource."*

Herbert Hoover

President, Engineer,

Statesman, and

Humanitarian

1874-1964

