



The Children's School · K - 8

Grade Level Curricular Goals

The Fourth Grade Year

Social-Emotional

Nine-year-old children are enthusiastic and curious learners who are beginning to recognize the value of education and its real-world applications. Fourth graders assert their independence in the classroom by demonstrating accountability for their own work and materials. They can be given a reasonable task, academic or otherwise, and work to completion with minimal adult intervention. They are comfortable seeking teacher assistance when needed. Fourth graders can recognize, verbalize, and regulate typical daily emotions and are increasingly able to handle conflicts or frustrations with equanimity. They make connections with peers, express empathy and compassion, and recognize and use common social cues. Nine-year-olds often have a strong desire to be part of a group and to fit in, and they can be susceptible to peer pressure. They are increasingly interested in socializing without their parents (e.g. a sleepover at a friend's house), but still rely on the support and love of their parents and teachers to feel secure.

In Reading, a fourth-grade child:

- Reads independently a grade-level book and conveys comprehension
- Appreciates reading and its various purposes
- Extracts and discerns relevant information from a text to answer specific questions
- Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably
- Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences
- Describes in depth a character, setting, or event in a story, drawing on specific details in the text
- Explains major structural differences between poems, drama, prose, and nonfiction writing
- Knows and applies grade-level word analysis skills to read unfamiliar multisyllabic words in context
- Reads aloud with accuracy and expression
- Monitors own comprehension and applies strategies such as rereading, questioning, using context clues
- Explains meaning of simple similes and metaphors
- Uses new vocabulary acquired through conversations, reading, and being read to

In Writing, a fourth-grade child:

- Writes for a variety of purposes (pleasure, reflection, to persuade, to inform)
- Organizes information into distinct paragraphs
- Understands and executes the basic structure of a research paper
- Creates original stories with a clear beginning, middle, end as well as a central problem and solution
- Is beginning to use more complex sentence structure
- Chooses words and phrases to convey ideas precisely
- Chooses punctuation for effect
- Uses proper punctuation (capital letters, periods, commas, quotation marks, parentheses, apostrophes) as well as basic grammar
- Spells grade-appropriate words correctly, consulting references as needed
- Edits and revises own writing
- Writes routinely over extended time frames (research, rough draft, revision) and shorter time frames (a single sitting or a day or two) for a range of purposes and audiences

In Math, a fourth-grade child:

- By end of fourth grade, knows from memory multiplication/division facts up to 12's
- Effectively uses mental math strategies, including estimation
- Identifies if an answer is "reasonable" or not
- Applies mathematical concepts to real-world problems
- Recognizes patterns and connections among numbers and operations
- Explains mathematical thinking both verbally and in writing
- Develops understanding of use of a rule to describe sequence of numbers or objects
- Breaks down word problems and chooses appropriate operations and strategies to use
- Understands place value up to 100,000
- Uses place value understanding to round multi-digit numbers up to 100,000
- Fluently adds and subtracts multi-digit whole numbers using standard or invented algorithms
- Multiplies multi-digit whole numbers using invented or standard algorithm
- Is introduced to long division
- Adds and subtracts fractions and mixed numbers with like denominators
- Relates understanding of fractions to decimals greater or less than 1
- Compares two decimals or fractions by reasoning about their size
- Identifies equivalent fractions and decimals
- Applies area and perimeter formulas for rectangles in real world problems
- Measures and classifies angles
- Recognizes a line of symmetry for a two-dimensional figure
- Collects whole number data on a specific topic and organizes it into a graph or diagram

- Understands concept of average and calculates average from a simple set of data

In Project Work, a fourth-grade child:

- Collects information from a variety of resources (books, websites, interviews, etc.)
- Formulates questions on a topic to deepen understanding
- Communicates comprehension of a topic in an organized manner through written, oral, and visual work
- Relays information in own words
- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) by coming to discussion prepared and linking own comments to remarks of others
- Works independently and with others to complete project components, taking on leadership role when appropriate
- Reflects on individual work as well as on entire project; identifies things that went well and things that could be improved in the future and uses this analysis to plan subsequent projects

In Group Process/Civic Engagement/Social Justice, a fourth-grade child:

- Participates in all class and school democratic processes by leading Group and Town Hall meetings with limited teacher direction, linking own comments to remarks of others, and raising purposeful, respectful questions
- Considers ways to influence democratic processes outside of school community
- Expresses pride and confidence with regard to own identity without denying value and dignity of other people
- Recognizes historical and current inequality among groups of people
- Expresses empathy, understanding, and respect for people's lived experiences and perspectives
- Works towards using non-offensive language
- Examines current and historical events through social justice lens, asking who is involved, who is impacted, what is a fair solution
- Identifies an issue/problem and helps plan event (Hootenanny) to raise money and awareness