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# What is expected in Fourth Grade?

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**A Guide to the  
MISSISSIPPI STATE STANDARDS  
for  
Lee County Families**

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Dear Parents,

Your child is about to begin fourth grade in Lee County School District. We would like to take this opportunity to welcome you to a new school year!

All Lee County schools strive to provide the best education possible to each and every student. Lee County Schools, along with all Mississippi schools, has adopted the Mississippi College and Career Readiness Standards. The standards reflect input from educators and parents from all over the state. They are designed to ensure that students are better prepared for college and the workplace; therefore, these standards are more rigorous than previous learning objectives. We, as educators, are working to ensure that every student meets these standards.

The information provided in this guide gives an overview of what your student needs to master in order to be successful in fourth grade. You should use this guide, along with information provided by your school, to help build a relationship with your child's teacher. We believe that communication between home and school is the key to success for your student!

Thank you for allowing us to be part of your child's educational experience.

Sincerely,

*The Educators and Staff of Lee County School District*

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# Reading/Language Arts

Fourth grade students continue to build on the standards learned during third grade. He or she will be expected to read and comprehend various kinds of text, improve his or her phonics and writing skills, and continue to learn the conventions of English grammar and spelling. Below is a sample of the skills that your child will be working on in fourth grade. For a complete list of standards, please visit [www.mdek12.org](http://www.mdek12.org).

## Reading Standards for Literature

- Draw inferences from text and explain those inferences using examples from the text.
- Explain major differences between poems, drama, and prose referring to structural elements of each when writing or speaking about a text.
- Know and explain the difference between first- and third-person narrations.
- Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

## Reading Standards for Informational Text

- Summarize a text.
- Describe the overall structure and purpose of a text.
- Interpret information presented visually, orally, or quantitatively and explain how it contributes to an understanding of the text in which it appears.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## Foundational Skills of Reading

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words both in and out of context.
- Read on-level text fluently and with purpose and understanding.

## Speaking and Listening Skills

- Come to discussion prepared having read or studied required material.
- Paraphrase portions of text read aloud.
- Identify the reasons and evidence a speaker provides to support particular points.
- Use formal English when appropriate to task and situation.

# Writing

## Writing Skills

- Write opinion pieces, develop informative or explanatory texts, and narrate events. These works should include an introduction, details that are grouped to support the author's purpose, temporal or linking words, and a concluding statement.
- With help from others, add details to strengthen their writing and publish their work using digital tools.
- Conduct short research projects and take notes on class presentations.
- By the end of the school year, a student's writing should be at or above the following sample.

**Zoo Field Trip**

Dear Mr. \_\_\_\_\_ and Mrs. \_\_\_\_\_,

We have a problem. The wildlife here in \_\_\_\_\_ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to \_\_\_\_\_ our problem would be solved. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to \_\_\_\_\_ to identify the animals and provide information about conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how \_\_\_\_\_ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to \_\_\_\_\_? How does this help \_\_\_\_\_ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,  
\_\_\_\_\_

## The writer of this piece:

- ✓ introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.
- ✓ provides reasons that are supported by facts and details.
- ✓ links opinion and reasons using words and phrases.
- ✓ provides a concluding section related to the opinion presented.
- ✓ demonstrates exemplary command of the conventions of standard written English.

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## Language

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### Language Skills

- Correctly use frequently confused words such as homonyms.
  - Use relative adjectives (who, whose, whom) and adverbs (when, why, where).
  - Form and use prepositional phrases.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Produce complete sentences recognizing and correcting inappropriate fragments and run-ons.
  - Use grade-appropriate Greek and Latin roots as a clue to the meaning of a word or phrase.
  - Explain the meaning of simple similes and metaphors.
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## Sample Texts for Fourth Grade

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Research shows that children who read books for just 20 minutes a day perform better in school. The books listed below demonstrate the appropriate level of text complexity for fourth grade students.

### Stories

- *The Secret Garden* by Frances Hodgson Burnett
- *The Black Stallion* by Walter Farley
- *M.C. Higgins, the Great* by Virginia Hamilton
- *Bud, Not Buddy* and *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *Alice's Adventures in Wonderland* by Lewis Carroll

### Poetry

- "Casey at the Bat" by Ernest Lawrence Thayer
- "A Bird Came Down the Walk" by Emily Dickinson
- "Fog" by Carl Sandburg
- "Little Red Riding Hood and the Wolf" by Roald Dahl

### Informational Text

- *Let's Investigate Marvelously Meaningful Maps* by Madelyn Wood Carlisle
  - *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber
  - *Toys! Amazing Stories Behind Some Great Inventions* by Don Wulffson
  - "Ancient Mound Builders" by E. Barrie Kavash
  - *Horses* by Seymour Simon
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## Tips for Helping Your Child in Reading

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Listed below are some tips for helping your fourth grader with reading skills at home.

- **Make reading a regular event.** Make sure to set aside special time for reading with your child each day. Not only does this improve a child's reading skills, it helps to strengthen bonds between parent and child. If your child is already a reader, do not expect them to always read to you. Take turns reading!
  - **Practice the three P's—Pause, prompt, and praise.** Most children will pause when they come to a word they don't know. Don't tell them the word immediately. Give them time to think. If they still don't know the word after 10-20 seconds, give them a prompt such as, "Can you sound out this word?" If prompting doesn't help, then tell them the word. Be sure to praise their efforts.
  - **Keep moving.** While accuracy is important, not every word has to be correct! You should not interrupt your child for every mistake he or she makes. Only interrupt if the mistake is going to cause a misunderstanding. Instead of interrupting, make notes of mispronounced words and review them when your child finishes reading the passage.
  - **Talk about it.** Be sure to talk about every story that you read. Ask about your child's favorite part, who the characters were, or where the story took place. If the passage is informational, be sure to ask about the main idea. The more your child talks about the passage, the more he or she learns and remembers!
  - **Don't wait to get help.** If you suspect that your child has a reading problem, seek help or advice immediately. Reading problems often get worse as a child gets older. Be sure to stay in close communication with your child's reading teacher in order to identify problems as they arise.
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# Mathematics

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In fourth grade, students develop understanding and fluency with multi-digit multiplication and division, add and subtract fractions, and analyze geometric figures. Below is a sample of the skills that your child will be working on in fourth grade. For a complete list of standards, please visit [www.mdek12.org](http://www.mdek12.org).

## Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

## Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Round numbers to any place.
- Compare large numbers using  $<$ ,  $>$ , and  $=$ .
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

## Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Compare fractions with different numerators and denominators.
- Add and subtract fractions and mixed numbers.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions and compare decimal fractions.

## Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data in a line plot.
- Apply the formulas for area and perimeter to solve real-world problems.
- Understand the concepts of angle and measure angles.

## Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
  - Recognize lines of symmetry for two-dimensional figures.
  - Identify parallel and perpendicular lines.
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# Tips for Helping Your Child in Math

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Listed below are some tips for helping your fourth grader with math skills at home.

- **Help your child master basic facts.** Help your child master basic facts by practicing with flash cards at home. If your child has mastered basic facts, he or she should be able to supply an answer to a simple addition, subtraction, multiplication, or division problem in 3 seconds or less.
- **Provide help immediately.** Mathematics lessons build on what is previously taught. If you see that your student is struggling, ask his or her teacher for some extra practice or teaching tips before the problem gets out of hand.
- **Check math homework and other assignments.** Make sure that your student is completing his or her assignments. When math papers are returned, sit down and review missed problems with your child.
- **Help your child understand that math is an important part of every day life.** Help your student link mathematics concepts to real life events such as sports statistics, dining out, or shopping. Let them know that math plays an important role in many careers such as banking, engineering, medicine, carpentry, and sales.
- **Help, but don't do it for them.** Instead of giving your child the answer to a problem, help them to reword or see the problem in a different way. Encourage them to try different solutions, draw pictures, or use manipulatives in order to find the answer on their own.



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## Science and Social Studies

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**Science:** *Students will demonstrate an understanding of . . .*

- the organization, functions, and interconnections of the major human body systems.
- life cycles, including familiar plants and animals.
- the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity.
- the properties of light and sound as forms of energy.
- how the water cycle is propelled by the sun's energy.
- weather and climate patterns.
- how natural processes and human activities affect the features of Earth's landforms and oceans.

**Social Studies:** *Students will . . .*

- describe Mississippi's entry into statehood.
- identify people in positions of power and how they can influence people's rights and freedom.
- identify rights and responsibilities as a citizen of your state.
- describe Mississippi's economic and military role during the Civil War.
- evaluate how geographic and economic factors influence life and work.
- identify economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates.
- analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.
- examine how culture influences the way people modify and adapt to their environment.
- describe the physical geography of Mississippi.
- understand how geographic and environmental factors influence life and work.
- recognize maps, graphs, and other representations of Mississippi.
- recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States.
- distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi.
- describe Mississippi antebellum society.
- explain how literature, the arts, architecture, and music distinguish Mississippi from other places.
- describe the impact of historical figures and events in Mississippi.
- compare and contrast Mississippi Native American cultures.

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## Helping Your Student Succeed

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

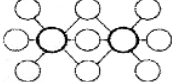

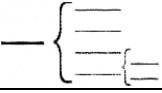
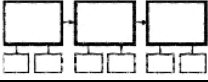
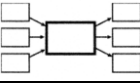
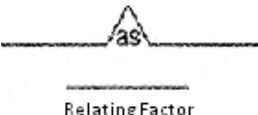
**As parents, you are the most important element in your child's success. Listed below are the top five ways you can help your child succeed in school.**

1. **Make sure your child is at school every day possible.** If your student is absent, he or she is missing valuable lessons. We understand that absences will occur, but try to limit missed days to sickness and emergencies only.
2. **Establish a homework routine.** Establish a routine time and place for completing homework assignments. If your child doesn't have homework, use the time to review or read.
3. **Keep in touch with teachers.** Teachers expect parents to contact them once or twice per term. This could be as simple as a note or email to say, "How's my child doing?" or more formal, such as a parent-teacher conference.
4. **Teach your child character.** School is a social place, and students must behave accordingly. Teaching your child to respect others and to say "please" and "thank you" goes a long way to helping them become responsible citizens.
5. **Make time every day to talk with your child about the day's activities.** Let them know you care, and really listen to what they have to say.



# Thinking Maps®

*Thinking Maps* are a district wide initiative designed to provide a consistent format for organizing thoughts across grade levels. *Thinking Maps* are used in the same manner as graphic organizers; however, while there are thousands of graphic organizers, there are only eight *Thinking Maps*! The maps will be introduced during the first semester of school and used throughout the school year. Examples of each map are shown below.

Map	Thinking Process	Questions to be Answered
Circle Map 	Defining in Context	How are you defining this thing or idea? What is the context? What is your frame of reference?
Bubble Map 	Describing Qualities	How are you describing this thing? Which adjectives would best describe this thing?
Double Bubble Map 	Comparing and Contrasting	What are the similarities and differences between these two things?
Tree Map 	Classifying and Sorting	What are the main ideas and supporting details in this information? How would you sort these objects or this information into categories?
Brace Map 	Part-to-Whole Relationships	What are the component parts and subparts of this whole physical object?
Flow Map 	Sequencing	What happened? What is the sequence of events? What are the substages?
Multi-Flow Map 	Cause and Effect	What are the causes and effects of this event? What might happen next?
Bridge Map 	Seeing Analogies	What is the analogy being used? How are these things related? What is the relating factor?



## Online Resources

Mississippi Department of Education  
[www.mdek12.org](http://www.mdek12.org)

Lee County Schools  
[www.leecountyschools.us](http://www.leecountyschools.us)

*\*Please sign up for Active Parent to access your student's grades.*

National Parent-Teacher Association  
[www.pta.org](http://www.pta.org)

Parent Resources  
[www2.ed.gov/parents](http://www2.ed.gov/parents)

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