

# FOURTH GRADE



Utah State  
Board of  
Education

Teaching  
and  
Learning

## Parent Guide to Student Success

Parents are important partners in achieving the Utah State Board of Education’s vision that “each student is prepared to succeed and lead by having knowledge and skills to learn, engage civically, and lead meaningful lives.” The purpose of this document is to help parents better understand what their children should learn, when a child may need more help or when a child would benefit from extra challenges. By using these resources, you may find more ways to advance your child’s learning at home while encouraging growth in their communication, critical thinking and problem-solving skills.

### ENGLISH LANGUAGE ARTS

#### Essential Learning: ENGLISH LANGUAGE ARTS

- **Reading:** Fourth grade students can use knowledge of all letter-sound correspondences, syllabication patterns, morphology and etymology to read unfamiliar multisyllabic words (in and out of context).
- **Reading:** Fourth grade students can read grade-level appropriate text with sufficient accuracy and fluency to support comprehension. They can summarize, describe, and compare and contrast themes, settings and plots to demonstrate understanding of texts. They can clarify the meaning of unknown and multiple-meaning words and phrases.
- **Reading:** Fourth grade students can analyze the structural elements of different types of text when writing or speaking about a text. They can describe the overall structure using terms like sequence, comparison, cause/effect and problem/solution.
- **Writing:** Fourth grade students can compose argumentative, informative and narrative pieces where they introduce a topic or establish a situation, support the

## (Continued from Essential Learning: ENGLISH LANGUAGE ARTS)

topic or build upon the situation and include a concluding statement. They use appropriate conventions in their writing pieces.

- **Writing:** Fourth grade students can conduct short research projects to build knowledge through investigation of different aspects of a topic while using fluent cursive and manuscript handwriting.
- **Speaking and Listening:** Fourth grade students can prepare for and participate effectively and orderly in a range of conversations, collaborations, and civil discussions using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.
- **Speaking and Listening:** Fourth grade students can present information, stories, or opinions, sequencing ideas logically and using relevant descriptions, facts, and details to elaborate on main ideas or themes.

Link to the English Language Arts Core Standards:

[Link to the new ELA Standards coming soon!](#)

## Home-to-School Connections: ENGLISH LANGUAGE ARTS

- Make reading a part of your daily routine by setting aside a quiet time, with limited distractions, for your child to read.
- Encourage your child to read and write about topics they are interested in. Help them explain how an author uses reasons and evidence to support the information provided in text. Help them apply this reasoning to support their own knowledge and opinions while speaking and writing.

## FINE ARTS

### Essential Learning: DANCE

- **Create:** Improvise simple choreography. Edit and fix the choreography.
- **Perform:** Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, time).
- **Respond:** Identify movements when watching and doing. Use basic dance terminology to describe movement. Describe movement from a culture or genre. Describe why a dance is artistic.
- **Connect:** Identify emotions when watching a dance and connect it to personal life and personal views. Demonstrate movement of a specific topic. Find relationship between dance and culture, historical period, society or community. Connect to visual art. Connect to other core content.

### Essential Learning: DRAMA

**Create:** Develop drama that answers Who, What, When, Where and Why; develop

### (Continued from Essential Learning: DRAMA)

character and mood; and resolve conflict.

- **Perform:** Analyze the character, setting and plot in a story, and use choices to enhance drama performance.
- **Respond:** Recognize and share artistic choices when participating in or observing a drama work.
- **Connect:** Investigate common social issues and express them through a drama work, and explain how drama connects oneself to one's community or culture.

## Essential Learning: MUSIC

- **Create:** Improvise rhythmic and melodic patterns connected to a specific purpose and context.
- **Perform:** Make interpretive decisions, with guidance, regarding the use of musical elements to express ideas and emotions.
- **Respond:** Identify music elements that are characteristic of different genres of music.
- **Connect:** Identify connections between a music genre and cultural or historical contexts.

## Essential Learning: VISUAL ARTS

- **Create:** Create art based on other cultures with detail, using materials and tools safely.
- **Present:** Learn about different cultures and their art.
- **Respond:** Evaluate artwork based on subject matter, use of media, and the context it was created in.
- **Connect:** Analyze what materials were used to make different artworks. Consider the subject matter and message.

Link to the Utah **Fine Arts** Core Standards:

<https://www.schools.utah.gov/file/d1fde2c5-7463-4892-9d23-8584924537a7>

## Home-to-School Connections: FINE ARTS

- **Provide materials for children to create:**
  - Old clothes, hats, and props for playmaking and movement exploration.
  - Simple musical instruments.
  - A stage area created by hanging old sheets or open space for dancing/playing
  - Puppets and puppet stage.
  - Art materials to explore the art-making process: crayons, markers, colored pencils, water with food coloring for watercolors, scrap paper, old magazines for making collages and/or cardboard from cereal boxes/paper towel rolls for sculpture, etc.
  - An "art area" where messes are OK.

## (Continued from Home-to-School Connections: FINE ARTS)

- **Use arts for parties and celebrations:**
  - Go to live arts, music, dance, and drama performances.
  - Have the children create and perform dance, drama or music performances.
  - Sing simple songs together.
  - Play drama games.
  - Go to museums.
  - Gather art supplies and make a mural.
- **Consider a variety of arts activities:**
  - Create simple melodies, write plays and dance pieces and perform them.
  - Organize a children's group or playdate to meet for arts activities or experiences.
  - Take children to live dance, music and theatre productions.
  - Make puppets out of materials around the house: sticks, pinecones, old socks, lunch sacks, etc.
  - Make funny faces or sculptures out of food.

## HEALTH EDUCATION

### Essential Learning: HEALTH EDUCATION

- **Health Foundations and Protective Factors of Healthy Self:**
  - Set a specific and measurable short-term goal and track the progress.
  - Describe how choices can have positive or negative consequences and give examples of how a person's decisions can be positively or negatively influenced by others, including peers.
- **Mental and Emotional Health:**
  - Identify healthy ways to manage and reduce stress.
  - Define empathy and practice demonstrating empathy with peers.
- **Safety and Disease Prevention:**
  - Describe how immediate response increases a victim's chance for survival and the proper use of basic first aid in a variety of situations.
  - Explain facts about common chronic health conditions and discuss empathy towards individuals living with these conditions.
- **Substance Abuse Prevention:** Explain how choosing to refuse alcohol, tobacco, nicotine and other substances relates to accomplishing personal goals.
- **Nutrition:** Identify the basic nutrients and describe their functions: carbohydrates, proteins, fats, vitamins, minerals and water. Recognize calories are needed for growth and body function and that caloric needs change throughout the lifespan.
- **Human Development:**
  - Describe the skeletal and muscular systems and their basic functions.
  - List multiple trusted adults to talk with if feeling uncomfortable, afraid or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.

Link to the full Utah **Health Education** Core Standards:

<https://schools.utah.gov/file/ed906f78-eaf5-44fa-892f-984e28c4c2a7>

## **Home-to-School Connections: HEALTH EDUCATION**

- Discuss how treating others with mental and physical health conditions with empathy is important.
- Prepare a healthy meal together and list the nutrients in the meal. Explain how calories are just a measure of how much energy is in the food.
- Talk with your child about safe people such as parents, guardians, relatives, teachers, counselors or clergy and make a list of at least three specific people that your child could go to for help.

## **MATHEMATICS EDUCATION**

### **Essential Learning: MATHEMATICS**

#### **■ STANDARDS FOR MATHEMATICAL PRACTICE**

The Standards for Mathematical Practice describe the ways students interact with math concepts. These standards represent the behaviors, skills, and habits your child will develop as they engage and progress in their mathematics learning.

Students will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

#### **■ FOURTH GRADE STANDARDS FOR MATHEMATICS**

These are the critical skills your child will be learning in fourth grade. These skills build on their prior knowledge and lay the foundation for future success in mathematics.

##### **Operations and Algebraic Thinking**

- Use the four operations with whole numbers (addition, subtraction, multiplication, and division) to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze numeric and shape patterns.

##### **Numbers and Operations in Base Ten**

- Generalize place value understanding for multi-digit whole numbers (less than 1,000,000) by analyzing patterns, writing whole numbers in a variety of ways, making comparisons and rounding.

## (Continued from Essential Learning: MATHEMATICS)

- Use place value understanding to perform multi-digit addition, subtraction, multiplication and division. Division in fourth grade is limited to one-digit divisors, for example,  $125 \div 5 = 25$  where 5 is the divisor.

### Numbers and Operations—Fractions

- Extend understanding of equivalence and ordering of fractions.
- Build fractions from unit fractions, for example,  $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{3}{6}$ .
- Understand, order, and compare decimals to the hundredth place, for example,  $\frac{2}{100}$  is equal to 0.02 (2 hundredths).

### Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Apply knowledge of area and perimeter to solve real-world and mathematical problems.
- Represent and interpret data through the use of a line plot.
- Understand various concepts of angles and angle measurement.

### Geometry

Draw and identify lines and angles, as well as classify shapes by properties of their lines and angles.

Link to the full Utah Core Standards for **Mathematics**

<https://www.schools.utah.gov/curr/mathematics/core?mid=4514&tid=1>

## Home-to-School Connections: MATHEMATICS

- **Portray a positive view of math:** Speak positively about math around your child. This will help build their identity as a mathematician and encourage them to persevere through challenging tasks.
- **Focus on flexibility and perseverance rather than speed:** When engaging in mathematics with your child, encourage them to try multiple strategies to solve problems. Support their growing understanding by celebrating effort, perseverance and the learning process without focusing attention on speed and correctness.
- **Encourage your child to explain their thinking:** If you notice errors in your child's mathematics, avoid telling them that they're wrong. Rather, engage them in a conversation about their reasoning around how they solved the problem.
- **Share everyday mathematical moments:** Include your child in day-to-day activities that involve precise mathematics. Talk with your child about the mathematics involved in completing the task—for example, fractions involved in cooking and baking, using sewing patterns, measuring wood for a project, etc.
- **Encourage everyday mathematical reasoning:** Talk with your child about how you can use mental mathematics to figure out the money you will save on a sale at a store, how long you can drive on a tank of gas during a road trip, how to efficiently double a recipe's ingredients, or how to mathematically represent a thrown or kicked ball's trajectory, etc.

## (Continued from Home-to-School Connections: MATHEMATICS)

- **Regularly check in with your child's teacher(s):** Touch base with your child's teacher through email, phone calls, conferences, etc. to further discuss ways in which you can support your child's learning at home.

## PHYSICAL EDUCATION

### Essential Learning: PHYSICAL EDUCATION

- **Motor Skills and Movement Patterns:** Set an appropriate running pace for distance, use spring-and-step takeoffs while jumping and landing, combine movements to create and perform a dance, catch and throw above the head with accuracy, dribble with hands and feet with control.
- **Attain Efficient Movement and Performance:** Apply the concept of open spaces to combinations skills. Apply simple offensive and defensive strategies.
- **Components to Maintain Health and Fitness:** Identify the components of health-related fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, and flexibility).
- **Develop Cooperative Skills:** Reflect on personal behavior, listen respectfully to corrective feedback, and praise the movement performance of others.
- **Personal Value of Physical Activity:** Examine the health benefits of participating in physical activity.

Link to the full Utah **Physical Education** Core Standards

<https://www.schools.utah.gov/file/6192280d-2ab2-4ff1-b5dd-a9c2f95c1b11>

### Home-to-School Connections: PHYSICAL EDUCATION

- Learn or create a dance routine and perform it at home.
- Practice activities that require offensive and defensive strategy.
- Encourage the acceptance of corrective feedback and praising the performance of others.
- Tell positive stories about participation in physical activities and the enjoyment that came from those experiences.

## SCIENCE

### Essential Learning: SCIENCE

- **ORGANISMS FUNCTIONING IN THEIR ENVIRONMENT:**
  - **Construct an explanation from evidence** that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

## (Continued from Essential Learning: SCIENCE)

- **Develop and use a model** of a system to describe how animals receive different types of information from their environment through their senses, process the information in their brain, and respond to the information.
  - **Analyze and interpret data** from fossils to provide evidence of the stability and change in organisms and environments from long ago.
  - **Engage in argument from evidence** based on patterns in rock layers and fossils found in those layers to support an explanation that environments have changed over time.
- **ENERGY TRANSFER:**
- **Construct an explanation** to describe the cause and effect relationship between the speed of an object and the energy of that object.
  - **Ask questions** and make observations about the changes in energy that occur when objects collide.
  - **Plan and carry out an investigation** to gather evidence from observations that energy can be transferred from place to place by sound, light, heat, and electrical currents.
  - **Design** a device that converts energy from one form to another.
- **WAVE PATTERNS:**
- **Develop and use a model** to describe the regular patterns of waves.
  - **Develop and use a model** to describe how visible light waves reflected from objects enter the eye causing objects to be seen.
  - **Design a solution** to an information transfer problem using wave patterns.
- **OBSERVABLE PATTERNS IN THE SKY:**
- **Construct an explanation** that differences in the apparent brightness of the sun compared to other stars is due to the relative distance (scale) of stars from Earth.
  - **Analyze and interpret data** of observable patterns to show that Earth rotates on its axis and revolves around the sun.

Link to the full **Utah Science with Engineering Education (SEEd)** Core Standards  
<https://www.schools.utah.gov/file/e9774917-1173-4587-92c6-1e3fa52dbc7d>

## Home-to-School Connections: SCIENCE

- Observe plants and animals in their environment to look for features that help them to survive.
- Observe fossils for evidence of the type of environment the organisms lived in and the features that helped them to survive.
- Observe what happens to the energy of objects when they collide.
- Investigate the patterns of waves that occur when a pebble is thrown into calm water.
- Investigate the length of an object's shadow at noon on the same day of the week for eight weeks.



# SOCIAL STUDIES

## Essential Learning: SOCIAL STUDIES

The social studies parent guides will be coming as soon as those new standards have been approved by the Board.

### PARTNER WITH YOUR CHILD'S TEACHER(S)

Productive relationships between parents and teachers are essential to learning. You can facilitate development of a respectful relationship with your child's teacher(s) by:

- Introducing yourself.
- Asking about the best means to communicate effectively regarding your child's learning (for example: email, notes, phone calls).
- Sharing anything that would be important to consider when planning for your child's learning experiences (for example: strengths, areas for growth, goals and/or any other special considerations).
- Attending parent teacher conferences and identifying ways you can support your child's development, growth and learning.
- Asking your child about what they are learning and reinforcing their learning at home by maintaining focus on the learning process rather than outcomes and celebrating both successes and failures.
- Acknowledging the positive contributions of educators on your child's development, growth and learning.

### 5Es FOR FAMILIES

To support your child in developing the characteristics found in [Utah's Portrait of a Graduate](#), you will find [Utah's 5Es for Families](#) to be another helpful resource. By using the 5Es for Families, your home environment can support and enrich your child's learning.