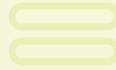


Grade 4

MINNESOTA STANDARDS FAMILY GUIDE

What Your Child Should Know
Activities & Examples of ELA & Math
Tips for Talking with Teachers



great
MN
SCHOOLS



About This Guide

Families want to know what their child is learning in school. They are their child's first- & most important- teacher.

The Minnesota Department of Education decides what every child will learn in school in all subjects. This guide helps you understand those standards in English Language Arts (ELA) & Math. This will help you partner with your child's teachers to support learning during 4th grade.

BEFORE YOU START

Before reviewing this guide, we encourage you to 'gut check' your student's current grade level at belearninghero.org/readiness-check-mn.





This Guide Includes



What your child should know & be able to do–

PAGE 4 FOR ELA & PAGE 13 FOR MATH

The most important content (knowledge & skills) for students to learn by the end of 4th grade



Examples of ELA & Math–

PAGE 8 FOR ELA & PAGE 15 FOR MATH

Example work your child should be able to write by the end of 4th grade



Everyday activities to support learning–

PAGE 11 FOR ELA & PAGE 16 FOR MATH

Ways you can support your child in learning important content & skills in English Language Arts (ELA) & Math



Tips for talking with teachers–

PAGE 12 FOR ELA & PAGE 17 FOR MATH

How you & your child's teacher can work together to help your child grow



Education words glossary–

PAGE 18

Definitions of common education to 4th grade

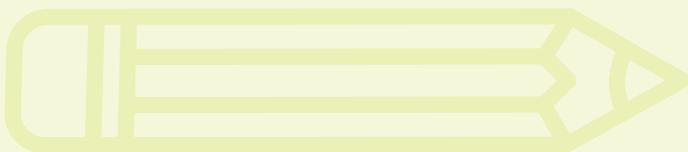


English Language Arts

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

In 4th grade, students will focus mainly on using texts to learn about the world. Teachers still support students' reading **fluency**, but students will spend most of their time reading, writing about, & talking about texts with a range of **text complexity**. Texts should be half fiction & half nonfiction. Texts should represent diverse people, ideas, & identities, including the voice & perspective of historical & contemporary Dakota & Anishinaabe people. 4th grade students should also be writing often. They will work on writing an assignment in one class period, & over the course of many days. They will practice research, reflection, & revision.

To see all 4th grade state standards for ELA see here: education.mn.gov/mde/dse/stds/ela



4th graders should understand how to do the following well by the end of the year:

APPLYING LITERACY SKILLS

- ✔ Write complete sentences & paragraphs, with mostly correct spelling, capitalization, & punctuation including: commas, apostrophes, quotation marks, & end of sentence punctuation¹

Overall, dogs are awesome pets to have. Have I convinced you though? If you are, then great! If you're not then that's okay. It's really up to you. So which one is it going to be?

- ✔ Read & understand diverse types of 4th grade-level texts (**Lexile** level 740–1010) smoothly & with expression at a **fluency** rate of around 90–140 words per minute
- ✔ Use technology (with some support if needed) to produce & publish writing & to work with others
- ✔ Type a minimum of one page in a single class period



LEARNING ABOUT THE WORLD THROUGH TEXT

- ✔ Ask & answer questions about texts read on their own. Use specific evidence from the text to explain events & procedures, explain the main idea, connect ideas, & support inferences about the text¹



The book *Charlotte's Web* by E. B. White is a story about an endearing pig named Wilbur. He is desperately trying not to die. He meets a nice friend named Charlotte. She is a spider that weaves words into her web to save Wilbur from dying. Charlotte was one of the most caring friends you could have for a long time. One way she was caring was when Wilbur was tired of being terrific all day. Charlotte sang him a lullaby. Another example is that she calmed Wilbur down when he was scared. Wilbur was devastated when he found out he was going to die and Charlotte said, "You shall not die I shall save you".

- ✔ Figure out the meaning of unknown words by using pictures, context, glossaries, etc. Figure out words with multiple meanings or **figurative language**

THE SKY IS LOW BY EMILY DICKINSON

The sky is low, the clouds are mean,
A travelling flake of snow
Across a barn or through a rut
Debates if it will go.
A narrow wind complains all day
How someone treated him;
Nature, like us, is sometimes caught
Without her diadem.

- ✔ Use linking phrases to connect opinions & reasons. For example, use "in order to", "for example", etc.
- ✔ Use transition phrases to show the order of events. For example, use "first," "in addition", etc.
- ✔ Write about what happened or information learned from the text. Include a title, an introduction, well-developed examples, vocabulary that relates to a subject, & a conclusion

- ✔ Write creative stories about real or imagined experiences. Students should introduce a narrator or characters & organize events in a natural order. Stories should include conversation, character descriptions, sensory details, & a conclusion¹

FINDING ROSALITA

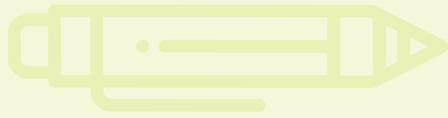
It was Sunday. My family and I were in France. I was as happy as a bee. We were driving along the road when my daddy stopped the car. He told my brother and sister to get out of the car to see what the furry lump on the side of the road was. They got out of the car. Ten seconds later, they got back in the car with a very small kitten in their hands. She was about the size of a very, very, very, very small baby bottle.

My stomach went into my throat when I saw it actually was a kitten. She was meowing as loud as a foghorn. It was so horrible, I couldn't think. Mreow. I felt horrible. I knew that I hadn't done anything bad to her, but I just couldn't help it. She was so cold. I was worried. Her claws were as sharp as sewing needles being pricked into your skin. I shuddered. She had crusts over her eyes, from infections, that looked like they hurt.

We were headed into the village. Madame Sanz was there. We asked her what to do. I was afraid that she wouldn't have any advice. Thankfully, she told us what to do. She told us to boil rose petals in water till they were warm and wet. Then we should pour them into a bowl with some water and keep on rubbing them over the kitten's eyes.

After that, we decided to call the little kitten Rosalita. We also call her other things that sound like Rosalita, but I won't mention that. We prayed. Luckily, she is still with us now. Hopefully, she will be with us much, much, much, much longer.

¹Writing sample obtained with permission from Student Partners. "Student Writing Samples." Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>



4TH GRADE ENGLISH LANGUAGE ARTS EXAMPLES

Below is an example of a 4th grade level text. Children should be able to read this poem smoothly & with expression. Afterward, they should be able to summarize the poem & answer the questions on page 10 for understanding.²

“THE SEEDLING” BY PAUL LAURENCE DUNBAR

- 1 As a quiet little seedling
Lay within its darksome bed,
To itself it fell a-talking,
And this is what it said:
- 5 “I am not so very robust,
But I’ll do the best I can;”
And the seedling from that moment
Its work of life began.
So it pushed a little leaflet
- 10 Up into the light of day,
To examine the surroundings
And show the rest the way.
The leaflet liked the prospect,
So it called its brother, Stem;
- 15 Then two other leaflets heard it,
And quickly followed them.
To be sure, the haste & hurry
Made the seedling sweat & pant;
But almost before it knew it
- 20 It found itself a plant.
The sunshine poured upon it,
And the clouds they gave a shower;
And the little plant kept growing
Till it found itself a flower.
- 25 Little folks, be like the seedling,
Always do the best you can;
Every child must share life’s labor
Just as well as every man.
- 30 And the sun & showers will help you
Through the lonesome, struggling hours,
Till you raise to light & beauty
Virtue’s fair, unfading flowers

²Dubar, Paul Laurence. “The Seedling.” Public domain. Achieve the Core, <https://achievethecore.org/category/415/ela-literacy-assessments>

COMPREHENSION QUESTIONS

1. What does the word “robust” mean as it is used in line 5 of “The Seedling”?
2. Why is the word “robust” important in the poem?
3. What is important about the last two stanzas (lines 25-32) in “The Seedling”?
4. Part A: In Poem 1, “The Seedling,” what theme does the poet develop throughout the poem?
 - a. Springtime is the best time of the year.
 - b. It is important to do things on your own.
 - c. The sunshine & clouds are important parts of nature.
 - d. Having support from others can help you achieve great things.

Part B: Which lines from “The Seedling” help to support the correct answer from Part A?

- a. “And the seedling from that moment/
Its work of life began.” (lines 7-8)
- b. “To be sure, the haste & hurry/
Made the seedling sweat & pant;” (lines 17-18)
- c. “The sunshine poured upon it/
And the clouds they gave a shower” (lines 21-22)
- d. “Till you raise to light & beauty/
Virtue’s fair, unfading flowers” (lines 31-32)



Below is an example of writing at a fourth grade level.¹

THE HUANTED HOUSE

There once was a dog who roamed an alley with another dog. That dog's name was Max. The other dog's name was Rocky. Max & Rocky were brother & sister, although the look nothing alike. In another alley not far from Max & Rocky's there was a dog & a cat who lived together in that alley. The dog's name was Surgar & the cat's name was shantell. One day they all met behind a trachcan & became best buds.

Introduces main characters

Uses a variety of transition words & phrases to manage the sequence of events

One day while all the friends were out walking in the street & then Shantell(the cat) spotted a ghost flying around in a house & took off running to go see the ghost. Then all the dogs took off afterer her. When the dogs finally cought up to Shantell they were all deep in the huanted house. Max & Surgar started to shake. Rocky & Shantell started to quake. Then a loud Boom came from the floor above them. After, Max got a brillent idea. They should sneak up on the monsters & attack them.

Establishes a situation

Uses end of sentence punctuation accurately

Finally all four animals were ready to put their maniecle plan into action. Shantell tip-toed up the mantel while Max & Surgar went up the back stairs. Which left Rocky creeping up the front stairs. When they all were ready to attack the monsters they heard music.

Uses concrete words & phrases & sensory details to convey events correctly

The went alot like this "Shake, Shake shake dem bones now!" The friends were confused but quickly got back on track. Shantell gave the ready signal & they all jumped up.

Uses dialogue & description of actions, thoughts, & feelings to develop events & show the response of characters to situations

They were surprized to see what they saw. They saw about a dozen monsters doing the monster mash. One of the vampires said "Come in dogs & cats. Why don't you dance with us. So Max, Rocky, Surgar & Shantell danced with the monsters."

¹Writing sample obtained with permission from Student Partners. "Student Writing Samples." Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

Read together each day. Talk about what they are reading, discussing, & writing about in school

- Include children in daily household activities that require reading such as cooking, shopping, & sorting mail
- Have children write notes & letters to relatives
- Create a consistent routine & space for homework. Regularly check that your child has finished their homework
- Get a free Hennepin County library card & visit the library together often. Take advantage of the technology available at the library to practice typing & researching a favorite topic from a book
- Have “book talk” conversations. Ask your child to say the important ideas in their own words. Ask your child to show you where to find each idea in the text
- Pick something to learn about together. Read books, look online, & do things together to learn more about the chosen topic. You can help your child build knowledge & love for learning
- Encourage your child to use writing in the real world. This can include everyday writing such as grocery lists, notes, chore lists, journaling, book response notebook, or other creative writing





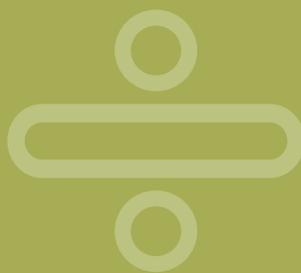
TIPS

TIPS FOR TALKING TO TEACHERS

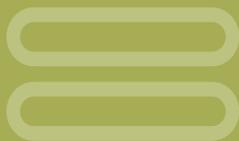
1. What are my child's strengths, & how do you use them in instruction?
2. How do you select texts? Will my child see characters & topics that represent them, their background, & their identity? Will they learn new perspectives & about diverse characters through classroom texts?
3. Can you show me the results of my child's most recent reading assessment?
4. What topics are children learning about through reading? What should my child be able to understand, write, & talk about as a result of what they have read? Topics in history? Topics in science?
5. Is my child reading Grade 4 text fluently? If not, do they have trouble with decoding? Vocabulary? What support has been provided to address their needs?
6. Can my child speak & listen in class discussions & conversations? Can my child show you that they understand what they are reading & learning about? If not, what challenges them?
7. How frequently does my child read a grade-level text independently? If they are not reading the grade-level text independently, why not? How are you supporting any reading needs & still giving them grade-level texts? How can I help?
8. What kinds of book(s) is my child reading during independent reading? Are they limited to a specific reading level?
9. How frequently is my child writing about what they've read or learned? How much writing does my child produce in a single class period? What does a typical revision process look like in class?
10. Can you provide a few examples of my child's writing, including multiple drafts of the same assignment? For which aspects of grade-level writing has my child demonstrated mastery & what are they still working on? How can I support my child to master these skills?



0.25



$\frac{4}{10}$



Mathematics

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During 4th grade, students deepen their understanding of multiplication, division and fractions. They begin to explore decimals and the calculating area of an object.

To see all 4th grade state standards for Math see here: education.mn.gov/MDE/dse/stds/Math

4th grade students will spend most of their time learning the following topics. They should understand them well by the end of the year.

LEARNING 4TH GRADE MATHEMATICS

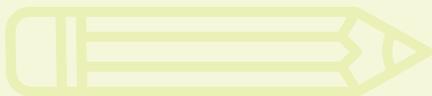
- ✔ Remember multiplication & division facts for numbers 1 through 12
- ✔ Estimate answer, then multiply & divide numbers with multiple digits. **For example, $1,638 \times 7$ & $6,966 \div 6$**

$$1,638 \times 7$$

- ✔ Use the four operations (+ - x \div) to solve multi-step word problems
- ✔ Understand & apply equivalent fractions. **For example, recognize that $1/4$ is less than $3/8$ because $1/4$ equals $2/8$**
- ✔ Add & subtract fractions with the same **denominators**
- ✔ Read, compare, order, round, & write decimals. Describe decimals in terms of tenths, hundredths, & thousandths
- ✔ Read & write tenths & hundredths as both decimals & fractions (rewriting 0.62 as $62/100$). **For example, remember that $1/2 = 0.5$ & $1/4 = 0.25$**

$$1/4 < 3/8$$

- ✔ Understand that the area of a two-dimensional figure can be found by counting the total number of same size square units within it. Find the area of rectangular shapes by multiplying length & width



4TH GRADE MATH EXAMPLES

Below are examples of math problems at a fourth grade level.³

1. Point A is shown on the number line diagram below. Write three equivalent fractions for point A.



2. Nicole gives $\frac{6}{8}$ cup of food to each of her rabbits every day. She has 7 rabbits. How many cups of food will Nicole feed to the rabbits every day?
3. Kara's playlist has three songs:
- "Each Day" (3 minutes)
 - "Best Friends" (3 minutes)
 - "This Weekend" (2 minutes)

How many times can Kara listen to her entire playlist during a 35-minute car ride? Explain your answer using numbers, words, &/or pictures.

4. This year, Central Middle School is having a bake sale. Two teams of students bake cookies.
- Josie's team puts cookies in 8 boxes with 36 in each box
 - Rich's team puts cookies in bags of 20

The two teams bake the number of cookies to fill 8 boxes & 12 bags

- How many total cookies did the students bake?
- How many more cookies are in 5 boxes than are in 5 bags?
- After the bake sale, 1 box & 1 bag of cookies remained. The organizers gave the remaining cookies to the 6 students on the teams. Each student received the same number of cookies. What is the largest number of cookies each student could have received?
- How many extra cookies would be left after each student received that number of cookies?

5. Four classes are going on a field trip. The classes each have 28 students. Buses hold 48 passengers. All of the students, 4 teachers, & 4 chaperones are going on the field trip. How many buses will they need?

³Math problems obtained with permission from Student Partners. "Mathematics Assessments." Achieve the Core, <https://achievethecore.org/category/1020/mathematics-assessments>



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

- Practice multiplying & dividing two digits by two digits (32×68 ; $89 \div 47$) & up to four digits by one digit ($1,200 \times 8$; $1,800 \div 9$). Ask children to estimate the answer before calculating. This will help the child strengthen their sense of numbers & recognize when they may have made errors in their calculation
- Practice adding & subtracting fractions with the same denominator. **For example,** $4/10 + 3/10$ or $56/100 - 22/100$

$$4/10 + 3/10$$

- Make the correct change & find the total cost together at the store
- Play board & card games together that incorporate math in strategy or scoring
- Cook with your child & ask them to help you measure the ingredients for a recipe. Try doubling or halving the recipe to involve more math
- Read storybooks about multiplication. Talk about how multiplication makes sense when dealing with groups of objects

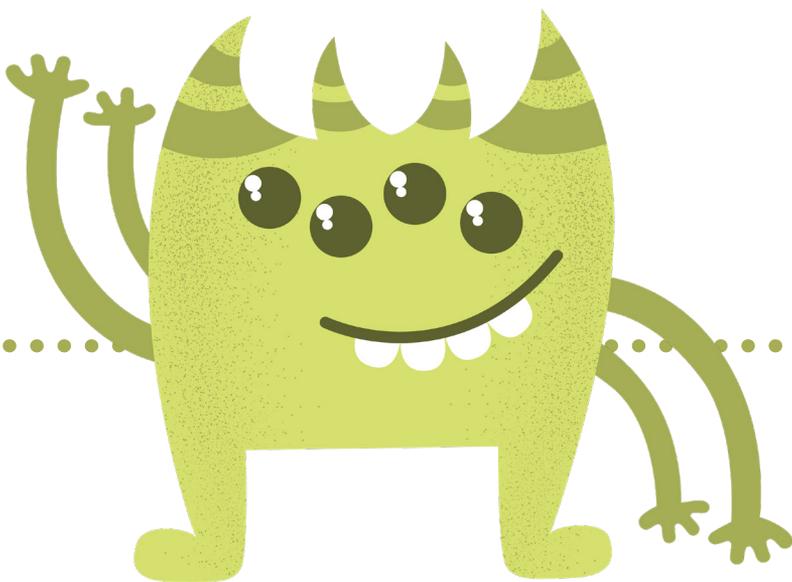


TIPS



TIPS FOR TALKING TO TEACHERS

1. What kinds of number problems are children learning to solve this year?
2. Can you show me the results of my child's most recent math assessment?
3. How is my child progressing in their understanding of the key content of the grade? Can you share specific updates?
4. How does my child approach complex math tasks? How can I encourage them to learn challenging content?
5. What should my child understand & talk about from what they have learned?
6. Can my child show you that they understand what they learned? If not, what challenges them? How can I help?
7. How can I make learning math feel good?





*understand
terms*

Education words glossary

Educators use words that have a specific meaning in schools. Understanding those terms will help you talk to the teacher.



FIGURATIVE LANGUAGE



Figurative language uses figures of speech to be more interesting, effective, & impactful. (“My dog’s coat is as black as coal.” “He fought with the strength of a lion.”)

FLUENCY



When students can read with speed, accuracy, & proper expression that shows they understand what they read.

LEXILE®



A popular quantitative (i.e. numerical) method used by students, teachers, & parents to represent two things:

- 1) A student’s individual reading level
- 2) The difficulty of the text

You can often find the Lexile number on the back of the book or by searching the title on www.lexile.com.

Grade-appropriate lexile levels:

- Grade 2-3 level 420–820
- Grade 4-5 level 740–1010
- Grade 6-8 level 925–1185

IMPROPER FRACTION



A fraction in which the top is bigger than the bottom, such as $7/6$.

MIXED NUMBER



A number consisting of both a whole number & a fraction, such as $1 \frac{3}{8}$.

NUMERATOR & DENOMINATOR



A numerator is the top number in a fraction. It shows how many parts we have. A denominator is the bottom number in a fraction. It shows how many parts there are in the whole item.

TEXT COMPLEXITY



A measure of how difficult a text is. Text complexity is based on many factors. Text structure & word choice can make it more complex. A text is more complex if readers need more knowledge to understand the meaning, or if the text has a complicated meaning.



REFERENCES

Minnesota Department of Education Academic Standards <https://education.mn.gov/mde/dse/stds>

Seek Common Ground Family Guides <https://seekcommonground.org/family-guides>



NOTES

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times.