

# HAZELWOOD SCHOOL DISTRICT REFRIGERATOR CURRICULUM

By the end of the school year, a **fourth grade** student . . .

## Reading

- ◆ Reads fluently and accurately at or above 50 (S) or at a lexile level of 680 or above
- ◆ Develops vocabulary using classroom text, root words, affixes, synonyms, antonyms and glossaries

## Reading Comprehension

- ◆ Makes connections from text-to-text, text-to-self, and text-to-world (**Making Connections**)
- ◆ Uses questions in considering the text, author's purpose, theme, or point of view (**Questioning**)
- ◆ Creates and describes multi-sensory images that enrich and extend the text (**Visualizing**)
- ◆ Identifies key concepts, cause and effect, and supporting details (**Determining Importance**)
- ◆ Uses appropriate strategies of meaning, syntax, vision, and decoding when comprehension breaks down (**Monitoring Comprehension**)
- ◆ Develops predictions, interpretations, or conclusions about the plot, setting, traits, events, problem, solution (**Inferring**)
- ◆ Reflects on text meaning and relates to the story in a personal way (**Synthesizing**)
- ◆ Compares/contrasts elements and distinguishes fact from fiction
- ◆ Retells events of a story or details of nonfiction in sequence with all of the important information included
- ◆ Interprets and uses text features in fiction, nonfiction, poetry and drama

## Writing

- ◆ Uses the writing process: prewrite, write, revise, edit, final copy and publication to
  - ◆ Write narrative text that has logical sequence, plot, characters and setting
  - ◆ Write expository and persuasive paragraphs with a main idea, supporting details and a concluding sentence
- ◆ Uses the six writing traits: content, organization, sentence fluency, word choice, voice, and conventions
- ◆ Uses correct spelling of grade level high frequency words, spelling strategies and patterns.
- ◆ Uses classroom resources and a dictionary to verify correct spelling
- ◆ Capitalizes holidays, countries and counties
- ◆ Uses commas in series and between cities and states
- ◆ Uses apostrophes in contractions
- ◆ Uses verb agreement with compound subject and conjunctions



## Listening and Speaking

- ◆ Listens to identify tone, mood, and emotion
- ◆ Gives clear, four-step oral directions to complete a task
- ◆ Uses appropriate speaking techniques in discussion and presentation

## Information Literacy

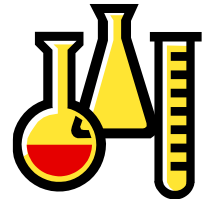
- ◆ Locates and uses resources to find relevant information and record details in their own words
- ◆ Documents research sources, with assistance
- ◆ Formulates and researches keywords and questions for a topic
- ◆ Identifies and explains intended messages in oral and visual media

## Math

- ◆ Uses a variety of strategies to complete multiplication problems (2-digit by 2-digit)
- ◆ Demonstrates fluency of multiplication and division facts up to  $12 \times 12$
- ◆ Describes characteristics of two- and three-dimensional shapes
- ◆ Creates tables or graphs to represent data
- ◆ Describes important features of data set
- ◆ Begins to describe multiple strategies used to solve problems

## Science

- ◆ Uses the experimental design to conduct a simple experiment
- ◆ Explains deposition and erosion
- ◆ Identifies the effects of force, mass, friction and gravity on motion
- ◆ Classifies materials as rocks or minerals
- ◆ Describes food chains and food webs
- ◆ Identifies predator-prey relationships
- ◆ Identifies herbivores, carnivores and omnivores



## Social Studies

- ◆ Knows the geographical features of the United States
- ◆ Understands the purpose of Declaration of Independence, Constitution and Bill of Rights
- ◆ Knows how the three branches of government operate
- ◆ Explains Missouri history as it relates to the United States.

