

## Resources

Your child's teacher is the best source of information about what is being taught in the classroom. Ask for examples of work that is being done in the classroom. Ask questions such as: Does this work meet the standard? How can I help my child improve? Are there specific resources you would recommend?

You can find many resources online. Some of the sites you may wish to explore for more information include the following:

Office of Catechetical Formation and Education website: [www.ocfecleveland.org](http://www.ocfecleveland.org)

National Catholic Education Association: <http://www.ncea.org/>

The Common Core State Standards website: [www.corestandards.org](http://www.corestandards.org)

U.S. Department of Education's Parent page: [www2.ed.gov/parents](http://www2.ed.gov/parents)

Ohio Department of Education: [education.ohio.gov](http://education.ohio.gov)

Achieve the Core: [achievethecore.org](http://achievethecore.org)

The National Council of Teachers of Mathematics: <http://www.nctm.org/>

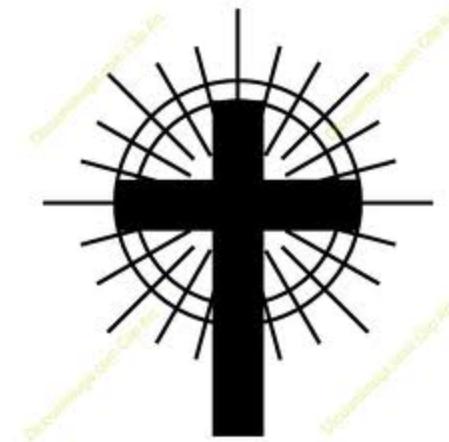
The National Council of Teachers of English: <http://www.ncte.org/>

## How can you help?

Learning does not stop once the school day is over. You are the most important teacher in your child's education. Sit down with your child as homework is being completed to give you an understanding of what your child is learning and where specific struggles may be.

- As a family, read every evening for at least 15 minutes.
- Review math facts and concepts learned each day.
- Get a library card and take your child to the library every week.
- Share in the excitement of learning with your child.
- Talk to your child about what they are learning in school.

# Parent Guide to Understanding the Curriculum ~ ~ ~ Grade Four



**Diocese of Cleveland  
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## Changes You Will See

### Mathematics Shifts

**Focus:** Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.

**Coherence:** The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.

**Rigor:** Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

### Language Arts Shifts

**Informational Text:** In addition to Literature, students will be reading more non-fiction pieces from across all content areas.

**Evidence from Texts:** Students will have to read more carefully to understand the message the author is trying to convey. Writing will focus more on argumentative instead of narrative.

**Complex text and academic language:** As career and technical texts have become more complex, what students were expected to read in school did not. The standards create a staircase of text complexity so all students are reading for the reading levels necessary for success in college or the career of their choosing.

## What Your Child Will Learn

All curricula developed for the elementary schools in the Diocese of Cleveland are, first and foremost, based on the teachings of the Catholic Church. In addition, our curricula reflect the Common Core State Standards, the Ohio Learning Standards, and the standards of professional education associations. The Diocesan curriculum provides our students with an education that challenges them to live faith-filled lives and succeed in high school and beyond.

### In Mathematics

In fourth grade, the children will continue the work they started in third grade. Children will work quickly and accurately to solve multi-digit multiplication and division problems. Geometry will continue to place an emphasis on area and angles. Children will use real-world examples to explain various concepts.

Some of the activities your children will engage in during fourth grade are:

- Multiplying and dividing all one-digit numbers from memory
- Creating equal fractions ( $1/2 = 3/6 = 10/20$ )
- Adding and subtracting fractions with common denominators
- Representing and interpreting data.

#### Example of the progression of a concept across grades 3 – 5

Grade Three	Grade Four	Grade Five
Understand that shapes in different categories may share attributes (e.g. four sides) and that shared attributes can define a larger category (e.g. quadrilaterals).	Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.	Use a pair of perpendicular numbers lines, called axes, to define a coordinate system...and a given point on the plane by using an ordered pair of numbers.

### In Language Arts

In fourth grade, children will continue to strengthen their reading, writing, speaking, and listening skills. The children will read more challenging text types such as Scripture, short books, and articles. In writing, the focus continues to be organizing information, developing ideas, and supporting ideas with facts.

Some of the activities your child will engage in during fourth grade are:

- Identifying the theme of a written piece
- Learning and using the rules of written and spoken language
- Writing over an extended period of time.

#### Example of the progression of a concept across grades 3 – 5

Grade Three	Grade Four	Grade Five
Refer to parts of stories, dramas, and poems when writing or speaking about a text. Use terms such as chapter, scene, stanza, and Biblical verse.	Explain the major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing a text.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.