

## Joplin Schools 4th Grade Readiness Indicators

**Goal 1: Joplin Schools will prepare every learner to be physically, socially, and intellectually ready to take on the challenges in the next level of learning.**

### Physical Readiness:

- Travels showing differentiation between sprinting and running.
- Performs teacher-selected and developmentally appropriate dance steps and movement patterns.
- Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
- Demonstrates various non-locomotor stability skills and can move into and out of gymnastics balances with curling, twisting, and stretching actions.
- Combines locomotor skills and movement concepts to create and perform a dance.
- Throws underhand to a partner or target with reasonable accuracy.
- Throws overhand demonstrating mature pattern for distance and/or force.
- Catches a gently tossed hand-size ball from a partner.
- Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.
- Passes and receives a ball to a stationary partner.
- Uses a continuous running approach and intentionally performs a kick along the ground, and in the air
- Volleys an object with an underhand or sidearm striking pattern, sending it over the net to the wall or over a line to a partner
- Strikes an object with a short-handed implement and long handed implement while using proper grip, sending it forward over a low net or to a wall.
- Performs intermediate jump-rope skills for both long and short ropes.
- Combines movement concepts with skills as directed by teacher.
- Employs the concepts of alignment in gymnastics and dance.
- Applies simple strategies and tactics in chasing and fleeing activities.
- Charts participation in physical activities outside of physical education class.
- Identifies physical activity benefits as a way to become healthier.
- Engages in the activities of physical education class without teacher prompting.
- Describes the concept of fitness and provides examples of physical activity to enhance fitness.
- Identifies foods that are beneficial for before and after physical activity.
- Discusses the relationship between good activity and physical health.
- Discusses challenge that comes from learning a new activity and reflects on the reasons for enjoying selected activity.
- Describe the positive social interactions that come when engaged with others in physical activity.

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Social Readiness:				
Follows Instructions				
Basic Skills	Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> <li><input type="checkbox"/> Look directly at the person</li> <li><input type="checkbox"/> Respond with positive affirmative that instructions are understood.</li> <li><input type="checkbox"/> Do what you have been asked right away.</li> <li><input type="checkbox"/> Follow-through.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listens actively and attentively for details/information.</li> <li><input type="checkbox"/> Demonstrates interest in the speaker's message through verbal and nonverbal actions.</li> <li><input type="checkbox"/> Asks questions for comprehension and clarity.</li> <li><input type="checkbox"/> Retells in own words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow agreed upon norms for respectful discussions and decision making, set by the class.</li> <li><input type="checkbox"/> Exhibits and accepts personal responsibility (safe behaviors, following rules, taking turns)</li> <li><input type="checkbox"/> Takes turns in discussion with partners.</li> <li><input type="checkbox"/> Demonstrates interdependence within a group setting/project.</li> <li><input type="checkbox"/> Works independent of teacher with others in partner environments.</li> <li><input type="checkbox"/> Consistently asks for feedback and accepts and shows appreciation for constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts and implements specific corrective feedback from the teacher.</li> <li><input type="checkbox"/> Provide feedback to peers using defined criteria for assignment/project</li> <li><input type="checkbox"/> Predicts outcomes for following/not following directions.</li> <li><input type="checkbox"/> Continuously monitor behavior against defined criteria and adjust as needed. (PDSA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out solutions to unknown from self and others before going to teacher.</li> <li><input type="checkbox"/> Contributes to co construction of success criteria for specific activity in class.</li> <li><input type="checkbox"/> Provides suggestions for revisions against success criteria to peer and praises others for their success in performance.</li> <li><input type="checkbox"/> Interprets and infers based on information being given.</li> </ul>

Greet Others				
Basic Skills	Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> <li><input type="checkbox"/> Look at person</li> <li><input type="checkbox"/> Use a pleasant voice</li> <li><input type="checkbox"/> Say "Hi" or "Hello"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stand up if sitting down</li> <li><input type="checkbox"/> Extend a hand</li> <li><input type="checkbox"/> Smile</li> <li><input type="checkbox"/> Asks others for personal information (What's Your Name?)</li> <li><input type="checkbox"/> Clear Greeting ("It's Nice to See You)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with others (Would you like to join us? or Answers personal questions)</li> <li><input type="checkbox"/> Asks others for personal information (What is your name?)"</li> <li><input type="checkbox"/> Confirms comprehension of question with non verbal acknowledgement (smiles, shakes head)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can recognize when a peer is being left out and invites them to join the group.</li> <li><input type="checkbox"/> Makes sound judgments and decisions</li> <li><input type="checkbox"/> Articulates point of view</li> <li><input type="checkbox"/> Differentiates greeting approach for different settings</li> <li><input type="checkbox"/> Demonstrates awareness of hierarchy and use proper names in a group setting.</li> <li><input type="checkbox"/> Continuously monitor behavior against defined criteria and adjust as needed. (PDSA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows personal information and can use it as a conversation starter.</li> <li><input type="checkbox"/> Is beginning to use context of environment to start "small talk" (i.e. The weather is nice today or Did you rearrange our desks?)</li> <li><input type="checkbox"/> Can move from small talk to appropriate talk with little transition time</li> </ul>

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### Intellectual Readiness: English Language Arts

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas and poems when writing or speaking about a text using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- Read and comprehend literature, including stories, dramas and poetry, at the high end of the appropriate grade level text complexity band, independently and proficiently.
- Determine the main idea of a text, recount key details and explain how they support the main idea.
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Use text features and search tools to locate information relevant to a given topic efficiently.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships
- Read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the appropriate grade level text complexity band, independently and proficiently.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others ideas and expressing own clearly.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 content, choosing flexibly from a range of strategies.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Intellectual Readiness: Mathematics

### Mathematical Practices

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- ❑ Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- ❑ Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
- ❑ Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- ❑ Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- ❑ Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
- ❑ Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- ❑ Relate area to the operations of multiplication and addition.
- ❑ Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Limited to fractions with denominator of 2,3,4,6,8)
- ❑ Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- ❑ Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- ❑ Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

- ❑ Make sense of problems and persevere in solving them.  
Make meaning of a problem and develop a plan for solving.
- ❑ Use quantitative reasoning.  
Make sense of quantities and their relationships using different properties and operations.
- ❑ Construct viable arguments and critique the reasoning of others.  
Communicate and defend reasoning using drawing and written expression.
- ❑ Model with mathematics.  
Use tools such as diagrams, flowcharts, and formulas to simplify tasks.
- ❑ Use appropriate tools strategically.  
Decide which tool will be the most helpful.
- ❑ Attend to precision.  
Communicate precisely using clear definitions, calculate accurately and efficiently.
- ❑ Look for and make use of structure.  
Look for patterns, see complicated things as being composed of single or several smaller objects.
- ❑ Look for and express regularity in repeated reasoning.  
Identify calculations that repeat, look for general methods/shortcuts, maintain oversight of the process, while attending to details, continually evaluate reasonableness of results.

*Mathematical practices will be taught as learning behaviors throughout all units and applied as developmentally appropriate for the grade level.*