

## NUMBER &amp; OPERATIONS

*"We know that true learning communities are the best way to continuously improve teaching."*

*Mike Schmoker*

## ALGEBRA

Dear Fourth Grade Teacher,

## MEASUREMENT

Congratulations! You have just taken a first step in joining the **Grade Level Content Expectations Learning Community**. Welcome, to a growing network of educators from across the state of Michigan. The Grade Level Content Expectations are based on the latest research, the Michigan Curriculum Framework's Content Standards and Benchmarks and the Teaching, Learning, and Assessment Standards.

## GEOMETRY

## DATA &amp; PROBABILITY

Fourth Grade Companion Documents are intended to assist you in incorporating the Grade Level Content Expectations into your curricular planning. They do not represent the full scope of your classroom instruction, but provide you with assessment targets and instructional goals. Your own expertise, use of promising practices and creativity will determine how you help your students achieve these expectations.

*"The art of teaching is what makes the content of learning become a reality."*

*Introduction to the GLCE*

This Grade Specific packet includes the following documents:

- [Michigan Curriculum Framework \(MCF\)](#)
- [Teaching, Learning and Assessment Standards \(MCF\)](#)
- [Grade Level Content Expectations \(GLCE\)](#)
- [Content Expectations Across the Grades](#)
- [MCF Alignment at a Glance](#)

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- [Clarification Document](#) (COMING SOON)
- [Vocabulary List](#) (COMING SOON)
- [A Parent's Guide to the GLCE](#)
- [Q & A](#) (COMING SOON)
- [MDE Mathematics Home Web Page](#)
- [SCoPE Units and Lesson Plans](#)
- [MI CLiMB](#)
- [MEAP Web Page](#)

Implementation and systematic use of the GLCE are two keys in raising student achievement! Please celebrate successes, large or small, with your students and colleagues; and encourage them to do the same. We invite you to make the Office of School Improvement at MDE and your regional ISD/RESA a part of your professional learning community.

Sincerely,



Dr. Yvonne Caamal Canul  
Director  
Office of School Improvement

### ***Promising Practice***

*"There is no prevalent strategy that all children use at a particular point in time. The variety of strategies in use at any given time gives children the opportunity to learn more advanced strategies by listening to and interacting with other students who are using them."*

*Thomas Carpenter,  
Children's Mathematics: Cognitively Guided Instruction*