

William Floyd School District



Parent Handbook

Fourth Grade



MESSAGE FROM THE SUPERINTENDENT

Kevin M. Coster



Dear Parents,

The core mission of the William Floyd School District is to educate and prepare our students for successful and productive lives. To that end, the District's instructional program "Parent Handbook" is designed to provide parents with the understanding of what their children are expected to learn and perform in each grade level. By keeping parents informed and as active participants, our hope is that they will be aware of what their children are learning in school, enabling them to provide better educational assistance and support and ask more precise questions about their progress. With schools and parents working together, our students will surely succeed. Thank you for working in collaboration and partnership with us to help your children become successful both in learning and in life.

Sincerely,

Kevin M. Coster
Superintendent of Schools

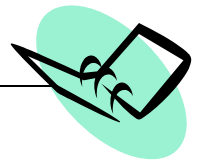


**William Floyd
School District**

240 Mastic Beach Road
Mastic Beach, NY 11951



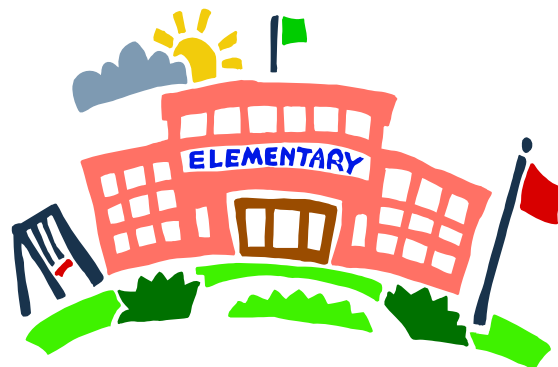
KEVIN COSTER
MOIRA MASON
JACQUELINE ENGASSER
MARY KOEHLER
ANA MARIA PERRETTE
MICHELLE PIMENTEL
THOMAS SHORT
MARY SIANO
MATTHEW WEEKS

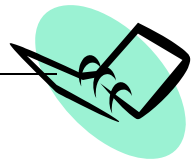


**WILLIAM FLOYD SCHOOL DISTRICT
ELEMENTARY SCHOOLS**

MARY KOEHLER, DIRECTOR OF GRANTS AND ELEMENTARY EDUCATION

<p>JOHN S. HOBART ELEMENTARY SCHOOL VAN BUREN STREET SHIRLEY, NY 11967</p> <p>JAMES WESTCOTT, PRINCIPAL 874-1296</p>	<p>NATHANIEL WOODHULL ELEMENTARY SCHOOL FRANCIS LANDAU PLACE SHIRLEY, NY 11967</p> <p>MONICA CORONA, PRINCIPAL 874-1302</p>
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CURRICULUM GUIDE DEFINITIONS

These pages are to help serve as a resource in understanding terminology that is used throughout the curriculum guide.



ENGLISH LANGUAGE ARTS



Reader's Workshop – Reader's workshop is designed to build on each student's reading strengths and meet his/her reading needs. Teachers and students work together to build comprehension skills. The components of reader's workshop include:

- ✚ *Mini Lesson* – focuses on a particular skill being taught.
- ✚ *Guided Reading* – with teacher support, in a small group setting.
- ✚ *Shared Reading* – reading books that are “just right” which are books that students self-select and are able to read and comprehend.
- ✚ *Word Work* – practice the reading of word families to increase fluency (e.g. *est - west, best, nest, test; able* means can do – *capable, agreeable, acceptable, adorable*).

Genres – During reader's workshop, students engage in reading a variety of genres that are fiction and non-fiction:

Types of Fiction Genres (stories that are not true):

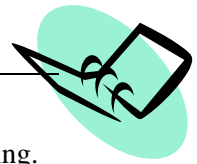
- *Realistic fiction* – stories that could be real but are not true.
- *Historical fiction* – stories that include some part of history.
- *Science fiction* – stories that include elements of science.
- *Fantasy* – stories that cannot occur and include folktales, fairy tales, myths, and legends. These stories often teach lessons and are passed down from generation to generation.

Types of Non-Fiction Genres (stories that give accurate, truthful information):

- *Informational text* – gives us information about history, science, language or other subjects.
- *Biography* – tells about people's lives.
- *Autobiography* – a person tells about his or her own life.
- *Memoir* – the author writes about an experience in his or her own home.

Fluency – Fluency is the ability to read text quickly and accurately. Readers use the punctuation to help them say the text fluently like they speak. When we read, it sounds like we are talking. When we see a period or comma, we need to pause or take a breath. When characters are talking in the text, we can give each character a voice to help determine who is speaking.

Sight Words – Sight words are words that are immediately recognizable as whole words and do not require word analysis for recognition (i.e. *the, and, was, that, etc.*). To read fluently with understanding, readers need instantly to recognize about 95% of words with text. In the beginning stages of reading, children recognize certain words by sight, and these words help them figure out that letters and sounds are related.



High Frequency Words – Words that are most often used when speaking, reading, and writing.

Phonics – Phonics instruction involves teaching children the relationships between letters and individual sounds (phonemes). It is the ability to solve words while reading and spelling. Phonics instruction stresses symbol-sound relationships (decoding) and is used especially in primary grades.

Decoding – Decoding is the process of identifying unknown words by using knowledge of letter-sound associations. Decoding includes:

- ✚ *Letter-sound association* (e.g. “m” says /m/).
- ✚ *Letter combinations* (e.g. “ch” says /ch/ in chair).
- ✚ *Blending initial letter sounds* with common spelling patterns to read words (e.g. /s/ /at/ - sat).

Structural Analysis – Structural analysis is the process of recognizing unknown words by using knowledge of word structure. Structural analysis includes:

- ✚ *Base words* – also called a root word (e.g. *wilt* in *wilted*).
- ✚ *Compound words* – two words combined to make a new word (e.g. *sunset*).
- ✚ *Inflectional endings* (e.g. *-ed* in *wilted*).
- ✚ *Suffixes* – word endings (e.g. *-less* in *careless*).
- ✚ *Prefixes* – word beginnings (e.g. *un* in *unhappy*).
- ✚ *Contractions* – combining two words joined by an apostrophe (e.g. *isn’t* for *is not*).
- ✚ *Verbs* – words that describe action or being (action words, e.g. *run, walk, laugh*; being verbs, e.g. *am, are, is*).

Synonyms – Words with the same or similar meaning (e.g. *happy/cheerful*).

Antonyms – Words with the opposite meaning (e.g. *happy/sad*)

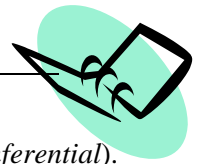
Homonyms – A word that is spelled or pronounced in the same way as one or more other words, but has a different meaning.

- ✚ *Homophones* – a word that is pronounced the same as another word but differs in meaning. A short example of a homophone is the words *know* and *no*.
- ✚ *Homograph* – one of a group of words that share the same spelling but have different meanings. An example of a homograph is: “Will you please *close* that door!” or “The tiger was so *close* that I could smell it.”

Comprehension Strategies

Students are taught to think while they are reading so that they understand the meaning of a text. There are two ways to think about text: 1) Literal and 2) Inferential. *Literal* thinking is when readers think about what is stated in the text, while *inferential* thinking is when the readers use what they know about the text and their background knowledge. *Inferential* thinking is what is “between the lines.” Teachers and students engage in a variety of reading strategies which help them to comprehend text. Strategies used are:

- ✚ *Solving words* – students use problem solving strategies to recognize, decode, and/or understand the meaning of words.
- ✚ *Monitoring and correcting* – students check on whether their reading sounds right, looks right, and makes sense.
- ✚ *Gathering* – students identify and select information from print (*literal*).
- ✚ *Predicting* – students will say in advance what they believe will happen next (*inferential*).
- ✚ *Maintaining fluency* – students will read easily and smoothly.
- ✚ *Adjusting* – students read in different ways for different purposes with a variety of texts (e.g. readers read at a slower pace when reading non-fiction texts).



- ✚ *Connecting* – students show or think of how two or more things are related (*literal/inferential*).
- ✚ *Inferring* – students will arrive at a decision or opinion by reasoning from known facts or evidence within a text (*inferential*).
- ✚ *Summarizing* – students present the substance or general idea of a text in brief form (*literal*).
- ✚ *Synthesizing* – students bring together information from the text and from personal, world, and literacy knowledge to create new understanding about what they have read (*inferential*).
- ✚ *Analyzing* – students closely examine elements of a text to achieve a greater understanding of how it is constructed (*inferential*).
- ✚ *Critiquing* – students judge or evaluate a text based on personal, world, or text knowledge (*inferential*).

Story Elements – Students are taught to use their comprehension strategies to understand the setting, character(s), and plot.

- ✚ *Setting* - the time, location, weather conditions, social times, and mood in which a story takes place is called the setting.
- ✚ *Character* - a character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
- ✚ *Plot* - the plot is how the author arranges events to develop his basic idea. It is the sequence of events (beginning, middle, and end) in a story.

When analyzing the story elements, students think about events that take place, the problem(s), the causes and effects of events and/or problems, the solution to problems, the main idea (mostly about), theme, lesson, moral, and/or author’s purpose of a story.

Writing – Is throughout all curriculum areas.

- ✚ Skills Strand.
- ✚ Listening and Learning domains.
- ✚ Common Core Literacy Modules.
- ✚ Guided Reading.
- ✚ Social Studies.
- ✚ Science.



Writing Process - Teachers confer with students during the stages of the writing process. Children write using the writing process which includes:

- ✚ *Pre-write* – the writer brainstorms ideas they may want to write about.
- ✚ *Rough draft* – the writer gets all their ideas down on paper.
- ✚ *Revision* – the writer reviews their writing to make sure it is developed, organized, has voice, appropriate word choice and sentence fluency.
- ✚ *Edit* – the writer checks for appropriate use of conventions (see definition below).
- ✚ *Final draft* – the writer incorporates all revisions and editing into the final writing piece.
- ✚ *Publish* – the writer decides how to present their writing to other readers.

Six Traits Of Writing - During the writing process, teachers address the six traits of writing through mini lessons and conferring with students. The six traits include:

- ✚ *Idea Development* – the ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.
- ✚ *Organization* – the internal structure of a piece of writing which includes a lead, a beginning-middle-end, a sequencing of events, transitions, and a conclusion.



- ✚ *Voice* – the voice is the heart and soul, and the magic, along with the feeling and conviction of the individual writer coming out through the word.
- ✚ *Word Choice* – the use of rich, colorful, precise language that moves and enlightens the reader.
- ✚ *Sentence Fluency* – the rhythm and flow of the language, the sound of word patterns and sentences, the way in which the writing sounds.
- ✚ *Conventions* – the mechanics correctness of the piece which includes spelling, grammar and usage, paragraphing, capitals and punctuation.



Read Alouds/Close Reading - Read Alouds/Close Reading are used as a foundation for literacy learning and are referred to during reader’s and writer’s workshop and across the content areas of Social Studies and Science. Providing students with the opportunity to read challenging text and reading aloud to students allows them to experience a variety of quality texts in different genres. It invites discussion and comment from students while the teacher models and fosters comprehension of a variety of texts.

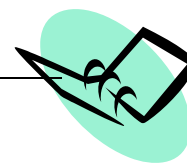
SCIENCE



Scientific Process – Students engage in science by investigating using the scientific process. The scientific process includes:

- ✚ *Question* – What do we want to learn?
- ✚ *Hypothesis* – What do we think will happen?
- ✚ *Materials* – What will we use to prove/disprove our hypothesis?
- ✚ *Procedure* – What steps will we take to prove/disprove our hypothesis?
- ✚ *Results* – Analyze what happened during the procedure.
- ✚ *Conclusion* – The answer to the question which proves/disproves the hypothesis. We answer the question “why.”





PARENT'S GUIDE TO Student Success

This guide provides an overview of what your child will learn by the end of 4th grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 5th grade.



WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

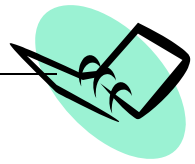
HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing—beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

THIS GUIDE INCLUDES:

- An overview of some of the key things your child will learn in English/literacy and math in 4th grade.
- Ideas for activities to help your child learn at home.
- Topics of discussion for talking to your child's teacher about his or her academic progress.



English Language Arts & Literacy

Building the stamina and skills to read challenging fiction, nonfiction, and other materials is fundamental in 4th grade. Your child will continue to learn about the world as well as build vocabulary skills by reading more complicated stories and poems from different cultures and a range of books on history, science, art, and music. Fourth grade students also will make important strides in their ability to explain plainly and in detail what a book says – both explicitly and what is implied from its details. By 4th grade, your child will be writing effective summaries, book reports, and descriptions of characters or events that use correct grammar and punctuation.

A Sample of What Your Child Will be Working on in 4th Grade

- Describing the basic elements of stories – such as characters, events, and settings – by drawing on specific details in the text.
- Paying close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points.
- Comparing ideas, characters, events, and settings in stories and myths from different cultures.
- Writing summaries or opinions about topics supported with a set of well-organized facts, details, and examples.
- Independently conducting short research projects on different aspects of a topic using evidence from books and the Internet.
- Paraphrasing and responding to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points.
- Reporting orally on a topic or telling a story with enough facts and details.
- Writing complete sentences with correct capitalization and spelling.
- Relating words that are common in reading to words with similar meanings (*synonyms*) and to their opposites (*antonyms*).

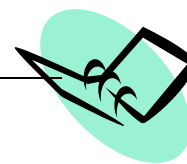
Talking to Your Child's Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 4th grade, these include:

- Comprehending a range of grade-level stories, poems, and informational texts such as biographies, articles, or guidebooks about history, science, or the arts.
- Building understanding of relationships between words and nuances in word meanings – *synonyms*, *antonyms*, *idioms* – and using this knowledge to convey ideas precisely.

Ask to see a sample of your child's work. Ask the teacher questions such as is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



Mathematics

In 4th grade, your child will gain important new skills while continuing to build on what he or she learned the previous year. One of the main areas studied in 4th grade is arithmetic and applying it to solve problems. This is an important life skill, and your child should make significant strides in this area during the year. Your child will also build knowledge and skills with fractions to prepare for mastering this topic in 5th and 6th grades. These skills will help ensure your child is ready for algebra and advanced math.

A Sample of What Your Child Will Be Working on in 4th Grade

- Using whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements.
- Adding and subtracting whole numbers quickly and accurately (numbers up to 1 million).
- Multiplying and dividing multi-digit numbers in simple cases (e.g., multiplying $1,638 \times 7$ or 24×17 , and dividing 6,966 by 6).
- Understanding and applying equivalent fractions (e.g., recognizing that $1/4$ is less than $3/8$ because $2/8$ is less than $3/8$).
- Adding, subtracting, and multiplying fractions in simple cases (such as $2 \frac{3}{4} - 1 \frac{1}{4}$ or $3 \times \frac{5}{8}$), and solving related work problems.
- Understanding simple decimals in terms of fractions (e.g., rewriting 0.62 as $62/100$).
- Measuring angles and finding unknown angles in a diagram.

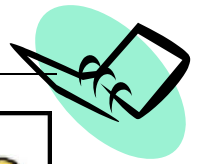
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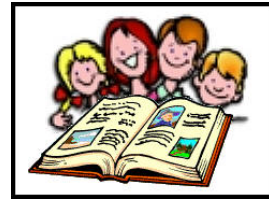
- Doing arithmetic and solving word problems with multi-digit numbers.
- Doing arithmetic and solving word problems with fractions.

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Talking to
Your Child's
Teacher



Help Your Child Learn at Home



Learning does not end in the classroom. Children need help and support at home to succeed with their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

Additionally, here are some activities you can do with your child to support learning at home:

ENGLISH LANGUAGE ARTS & LITERACY

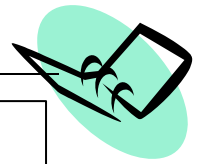
- Urge your child to use logical arguments to defend his or her opinion. If your child wants a raise in allowance, ask him or her to research common sense allowance systems and, based on that research, explain reasons why, supported by facts and details.
- Talk about the news together. Pick one story in the news, read it together, and discuss with your child what it means.
- Keep books, magazines, and newspapers at home. Make sure your child sees you reading.

MATHEMATICS

Look for “word problems” in real life. Some 4th grade examples might include:

- Ask your child to compare numbers using phrases like “times as much.” For example, if the family cat weighs 8 lbs. and the family dog weighs 56 lbs., how many times as much does the dog weigh?
- Ask your child to help you compare fractional amounts – for example, if one recipe calls for $\frac{2}{3}$ of a cup of oil, but another recipe calls for $\frac{3}{4}$ of a cup of oil, which recipe calls for more oil? (In 5th grade, your child will learn ways to determine just how much more oil.)

**For more information, the full standards are available at
www.corestandards.org.**



FOURTH GRADE
CURRICULUM
GUIDE



WHAT YOUR CHILDREN WILL BE TAUGHT IN FOURTH GRADE

The purpose of this guide is to provide parents and guardians with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Health, Technology, Art, Music, and Physical Education throughout the fourth grade school year. The curriculum of the William Floyd School District follows the Common Core Standards adopted by the Department of Education of the State of New York on July 19, 2010. We believe that the partnership between school and home is of vital importance to your child's social, emotional, and academic success. This guide is designed to be a reference for you so that you are aware of what your child is expected to learn and to help you reinforce your child's learning.

Reading Standards for Literature

College and Career Readiness Anchor Standards for Reading

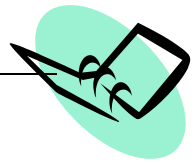
The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the CCR provides broad standards, the grade specific standards provide additional specificity—that together defines the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.



Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literacy and informational texts independently and proficiently.

Reading-Grade 4

Key Ideas and Details

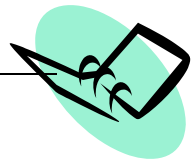
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Identify main idea and supporting details in literary texts.
 - make inferences and draw conclusions on the basis of information from the text
 - collect and interpret data, facts and ideas from literary texts
- Make predictions, draw conclusions, and make inferences about events and characters.
 - use knowledge of story structure, story elements, and key vocabulary to interpret stories
 - use graphic organizers to record significant details about characters and events in stories
- Evaluate content by identifying.
 - author’s purpose
 - whether events, actions, characters, and/or settings are realistic
 - important and unimportant details
 - statements of facts, opinions, and exaggeration
 - recurring themes across works in print and media
 - compare and contrast characters, plot, and setting in literary works
 - analyze ideas and information on the basis of prior knowledge and personal experience
 - evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details and missing or unclear information

2. Determine a theme of the story, drama, or poem from details in the text; summarize the text.

- Collect and interpret data, facts, and ideas from unfamiliar texts.
 - identify main idea and supporting details in informational texts
 - identify a conclusion that summarizes the main idea
- Make predictions, draw conclusions, and make inferences about events and characters.
 - use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
 - recognize how different authors treat similar themes
- Evaluate content by identifying.
 - authors purpose
 - important and unimportant details
 - statements of facts, opinions, and exaggeration
 - recurring themes across works in print and media
 - evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details and missing or unclear information

3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).



- Make inferences and draw conclusions on the basis of information from the text.
- Relate the setting, plot, and characters in literature to own lives.
 - make predictions, draw conclusions, and make inferences about events and characters
 - use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
 - use knowledge of story structure, story elements, and key vocabulary to interpret stories
 - identify literary elements, such as setting, plot, and character, of different genres
 - use graphic organizers to record significant details about characters and events in stories
- Evaluate content by identifying.
 - author’s purpose
 - important and unimportant details
 - statements of facts, opinions, and exaggeration
 - recurring themes across works in print and media
 - compare and contrast characters, plot, and setting in literary works

Craft and Structure

4. Determine the meaning of words in phrases as they are used in a text, including those that allude to certain characters found in mythology (herculean).

- Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning.
- Recognize the types of language (informal vocabulary and jargon) that are appropriate to social communication.
 - use prior knowledge and experience in order to understand ideas and vocabulary found in books
 - use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties
 - determine the meaning of unfamiliar words by using context clues, dictionaries, and other sources

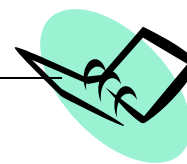
5. Explain major differences between poems, drama, and prose, and refer to structural elements of poems (verse , rhythm, meter) and drama (cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- Compare and contrast information on one topic from 2 different sources.
- Identify cultural influences in texts and performances.
 - read, view, and interpret literary texts from a variety of genres
 - identify literary elements, such as setting, plot, and character, of different genres
 - recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
 - define the characteristics of different genres
- Evaluate content by identifying.
 - author's purpose
 - important and unimportant details
 - statements of facts, opinions, and exaggeration
 - recurring themes across works in print and media
 - compare and contrast characters, plot, and setting in literary works



6. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.

- Compare and contrast information on one topic from 2 different sources.
 - understand the difference between points of view - first-, second- and third-person narrator



Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- Compare and contrast information on one topic from 2 different sources.
- Read print-based and electronic literary texts silently on a daily basis, for enjoyment.
 - relate the setting, plot, and characters in literature to own lives

8. (Not applicable to Literature)

9. Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures.

- Acquire information by locating and using library media sources.
 - compare and contrast information on one topic from 2 different sources
- Identify cultural influences in texts and performances.
 - use specific evidence from stories to identify themes, describe characters, their actions, and their motivations; relate a sequence of events
- Recognize how different authors treat similar themes.
- Compare and contrast characters, plot, and setting in literary works.
 - identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry in the grades 4-5 text complexity band and proficiently, with scaffolding as needed at the high end of the range.

- Select literature on the basis of personal needs and interests from a variety of genres and by different authors.
- Show interest in a wide range of grade-level texts.
- Read voluntarily for differing purposes.
- Be familiar with titles and authors of well-known grade-level texts.
- Engage in independent silent reading.

Responding to Literature

11. Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.

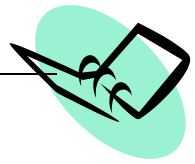
- Select books independently to meet Literary needs.
- Select literature on a basis of personal needs and interests from a variety of genres and by different authors.
 - relate the setting, plot, and characters in literature to own lives
 - maintain a personal reading list to reflect reading accomplishments
- Analyze ideas and information on the basis of prior knowledge and personal experience.
 - use opinions and reactions of teachers and classmates to evaluate personal interpretation or ideas, information, and experience

Reading Standards for Informational Text

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Identify main idea and supporting details in informational texts.



- make inferences and draw conclusions on the basis of information from the text
- use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts
- collect and interpret data, facts and ideas from informational texts
- Make predictions, draw conclusions, and make inferences about events and characters.
 - use knowledge of story structure, story elements, and key vocabulary to interpret stories
 - use graphic organizers to record significant details about characters and events in stories
- Evaluate content by identifying:
 - author's purpose
 - important and unimportant details
 - statements of facts, opinions, and exaggeration
 - recurring themes across works in print and media
- Compare and contrast characters, plot, and setting in literary works.
- Analyze ideas and information on the basis of prior knowledge and personal experience.
- Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details and missing or unclear information.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- Identify main idea and supporting details in informational texts.
- Identify a conclusion that summarizes the main idea.
- Use graphic organizers to record significant details from informational texts.
- Evaluate content by identifying:
 - author's purpose
 - important and unimportant details
 - statements of facts, opinions, and exaggeration
 - recurring themes across works in print and media
- Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details and missing or unclear information.

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

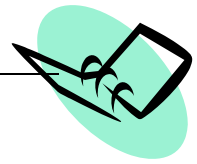
- Locate information in a text that is needed to solve a problem.
- Make inferences and draw conclusions on the basis of information from the text.
- Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts.
- Use graphic organizers to record significant details from informational texts.
- Use text features, such as headings, captions and titles, to understand and interpret informational texts.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning.
- Recognize the types of language (informal vocabulary and jargon) that are appropriate to social communication.

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.



- Identify main idea and supporting details in informational texts.
- Compare and contrast information on one topic from 2 different sources.
- Use graphic organizers to record significant details from informational texts.
- Explain the difference between fact and fiction.
- Make predictions, draw conclusions, and make inferences about events.
- Use specific evidence from stories to identify themes, describe characters and their motivations; relate a sequence of events.
- Use graphic organizers to record significant details about characters and events.
- Compare and contrast characters, plot, and setting in literary works.

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

- Compare and contrast information on one topic from 2 different sources.
- Use graphic organizers to record significant details from informational texts.
- Judge accuracy of content to gather facts.

Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears.

- Read, view and interpret texts from a variety of informational texts (e.g., informational, biographies).
- Use text features, such as headings, captions and titles, to understand and interpret informational texts.
- Collect and interpret data, facts, and ideas from unfamiliar texts.

8. Explain how an author uses reasons and evidence to support particular points in a text.

- Collect and interpret data, facts, and ideas from unfamiliar texts.
- Locate information in a text that is needed to solve a problem.
- Identify main idea and supporting details in informational texts.
- Identify a conclusion that summarizes the main idea.
- Use graphic organizers to record significant details from informational texts.
- Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts.
- Evaluate content by identifying:
 - author’s purpose
 - important and unimportant details
 - statements of facts, opinions, and exaggeration
 - recurring themes across works in print and media



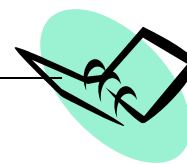
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Compare and contrast information on one topic from 2 different sources.
- Use graphic organizers to record significant details from informational texts.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Select books independently to meet informational needs.



- Read print-based and electronic literary texts silently on a daily basis, for enjoyment.
- Maintain a personal reading list to reflect reading accomplishments.
- Select literature on the basis of personal needs and interests from a variety of genres and by different authors.
- Show interest in a wide range of grade-level texts.
- Read voluntarily for differing purposes.
- Be familiar with titles and authors of well-known grade-level texts.
- Engage in independent silent reading.

Reading Standards: Foundational Skills – Grade 4

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words
 - use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words
 - identify unfamiliar words using syntactic (grammar) cues
 - identify unfamiliar words using semantic (meaning) cues
 - use word structures such as roots, prefixes, and suffixes to determine meaning

Fluency

2. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level texts with purpose and understanding.
- sight read automatically high-frequency words and irregularly spelled content words
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- read with confidence from a variety of grade-level texts with appropriate speed, accuracy and expression
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

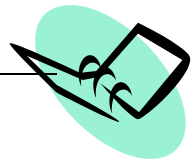
Writing Standards

College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Text Types and Purposes**1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- Provide a concluding statement or section related to the opinion presented.
- State a main idea and support it with details.
- Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.
- Support interpretations and explanations with evidence from text.
- Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers.
- Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing.
- State a main idea, theme, or opinion and provide supporting details.
- Use relevant examples, reasons, and explanations to support ideas.
- Express opinions and make judgments that demonstrate a personal point of view.
- Use personal experiences and knowledge to analyze and evaluate new ideas.
- Use effective vocabulary in persuasive and expository writing.
- Six Traits of Writing - Idea Development, Organization, Voice, Sentence Fluency, Word Choice, Conventions.
- Develop a personal voice that enables the reader to get to know the writer.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.



- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
- State a main idea and support it with details.
- Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing.
- Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly.
- Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.
- Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers.
- Write labels and captions for graphics to convey information, with assistance.
- Use a computer to create, respond to, and interpret literary texts.
- State a main idea, theme, or opinion and provide supporting details.
- Use relevant examples, reasons, and explanations to support ideas.
- Use effective vocabulary in persuasive and expository writing.
- Use details from stories or informational texts to predict, explain, or show relationships between information and events.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.
- Write original literary texts that:
 - use dialogue to create short plays
 - use vivid and playful language
- Produce imaginative stories and personal narratives that show insight, development, organization, and effective language.
 - use resources such as personal experiences and themes from the text and performances to stimulate own writing
 - maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers
- Use relevant examples, reasons, and explanations to support ideas.
 - use personal experiences and knowledge to analyze and evaluate new ideas

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing.



- Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.
- Support interpretations and explanations with evidence from text.
- Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story.
- Produce imaginative stories and personal narratives that show insight, development, organization, and effective language.
- Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing.
- State a main idea, theme, or opinion and provide supporting details.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing.
- Share the process of writing with peers and adults; for example, write with a partner.
- Review writing with teachers and peers and be able to respond to feedback.

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- Use a computer to create, respond to, and interpret literary texts.
-use a variety of media, such as print and electronic, when writing

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Take notes to record data, facts, and ideas both by following teacher direction and by writing independently.

- Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.

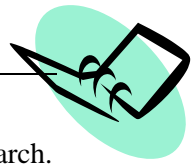
Use ideas from two or more sources of information to generalize about causes, effects, or other relationships.

- Use at least two sources of information when writing a report.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Take notes to record data, facts, and ideas both by following teacher direction and by writing independently.

- Support interpretations and explanations with evidence from text.
- Compare and contrast ideas and information from two sources.
- Use resources such as personal experiences and themes from the text and performances to stimulate own writing.
- Use personal experiences and knowledge to analyze and evaluate new ideas.
- Use details from stories or informational texts to predict, explain, or show relationships between information and events.
- Use ideas from two or more sources of information to generalize about causes, effects, or other relationships.
- Use a variety of media, such as print and electronic, when writing.



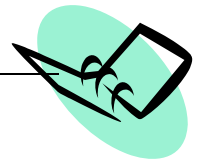
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).
- Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- Support interpretations and explanations with evidence from text.
- Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story.
- Use relevant examples, reasons, and explanations to support ideas.
- Use personal experiences and knowledge to analyze and evaluate new ideas.
- Use details from stories or informational texts to predict, explain, or show relationships between information and events.
- Use ideas from two or more sources of information to generalize about causes, effects, or other relationships.
- Respond in writing to prompts that follow the reading of literary and informational texts.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Take notes to record data, facts, and ideas both by following teacher direction and by writing independently.
 - maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers
- Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers.
- Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.
- Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.
 - write voluntarily to communicate ideas and emotions to a variety of audiences
 - write voluntarily for different purposes
 - publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet
- Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.
- Use resources such as personal experiences and themes from the text and performances to stimulate own writing.
 - draw a conclusion about the work
- Develop a personal voice that enables the reader to get to know the writer.
 - write voluntarily to communicate ideas and emotions to a variety of audiences
 - write voluntarily for different purposes
 - publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet
 - vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing



Responding to Literature

11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.

Speaking and Listening

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the CCR provides broad standards, the grade specific standards provide additional specificity that together defines the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

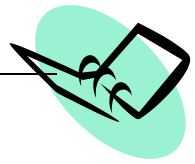
Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- Listen attentively and respond appropriately to books read aloud.
 - Speak in response to the reading of a variety of texts.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Present original works, such as stories, poems, and plays to classmates.
 - give book reviews
 - participate in discussions about grade-level text
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Take turns speaking in a group.
 - respond respectfully and avoid interrupting when speaking in a group
 - Use the rules of conversation, such as avoid interrupting and respond respectfully.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 - Participate in discussions on a variety of topics.
 - Offer feedback to others.
 - Listen attentively for different purposes and for an extended period of time.
 - Respond appropriately to what is heard.
 - Listen respectfully, and without interrupting, when others speak.



- Ask questions to clarify understanding of grade-level texts.

e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

- Summarize.
 - state a main idea with supporting examples and details
- Recognize the perspective of others.
 - distinguish between fact, opinion, and exaggeration
 - explain a line of reasoning
 - state a main idea and support it with details from the text
 - state a point of view and support it with details from the text
- Respect the age, gender, position and cultural traditions of the listener when speaking.
 - respect the age, gender, position and culture of the speaker

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Summarize.
 - state a main idea with supporting examples and details
 - explain a line of reasoning
- Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions.
 - demonstrate comprehension of grade-level texts through a variety of responses such as writing, drama and oral presentations

3. Identify the reasons and evidence a speaker provides to support particular points.

- Identify main, essential details, and supporting details.

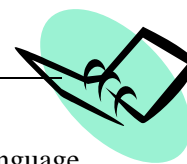
Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- Present a short oral report using a variety of sources.
 - speak loudly enough to be heard by the audience
 - use gestures appropriate to convey meaning
 - use complete sentences, using age-and content-appropriate vocabulary
 - use logical order in presentations
- Express an opinion about school and community issues.
 - express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
 - form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations
 - use age-appropriate vocabulary to communicate ideas
 - communicate ideas in an organized and cohesive manner
 - include details that are relevant to the topic and audience
 - speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

- Use media and other visual displays to create, respond to, and interpret literary and informational texts.



- Produce presentations that show insight, development, organization, and effective language.

6. Differentiate between contexts that call for formal English (e.g., presenting ideas and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

- Vary the formality of language according to the audience and purpose for speaking.
- Use grammatically correct sentences when speaking.

Language

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition Use

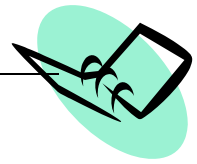
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards-Grade 4

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.



- g. Correctly use frequently confused words (e.g., to, too, two, there, their, they're).
- Develop ideas by writing sentences that are in logical order and organized into paragraphs.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation mark to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
 - Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense.
- d. Spell grade-appropriate words correctly, consulting references as needed.
 - Correctly spell words within own writing that have been previously studied and/or frequently used.
 - Correctly spell words within own writing that follow the spelling patterns of words previously studied.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

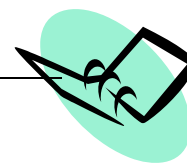
- a. Use context (e.g., definitions examples, or restatements in text as a clue to the meaning of a word or phrase).
 - Learn grade-level vocabulary through a variety of means.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionary, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - Acquire new vocabulary by reading books and other print sources.
 - Use a thesaurus to identify synonyms and antonyms.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes, and metaphors (e.g., pretty as a picture) in context.
 - Begin to use literary devices such as simile and figurative language.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonym) and to words with similar but not identical meanings (synonyms).
 - Use a thesaurus to identify synonyms and antonyms.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

- Acquire new vocabulary by reading books and other print sources.
- Learn grade-level vocabulary through a variety of means.



MATH

Students will learn mathematics using a variety of strategies and are encouraged to reason mathematically, develop problem-solving skills, and represent their thinking using models, diagrams, and graphs. They represent, explain, and justify their thinking, using mathematical tools and appropriate technology. The investigations allow significant time for students to think about the problems and to model, draw, write, and talk with peers and the teacher about their mathematical thinking.

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

- Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
- Multiply or divide to solve word problems involving multiplicative comparison.
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.
- Represent these problems using equations with a letter standing for the unknown quantity (e.g., $x + 3 = 7$).

Gain familiarity with factors and multiples.

- Find all factor pairs for a whole number in the range 1-100.
- Recognize that a whole number is a multiple of each of its factors.
- Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

- Generate a number or shape pattern that follows a given rule. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*



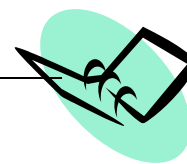
Number and Operations in Base Ten.

Generalize place value understanding for multi-digit whole numbers.

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
- Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- Fluently add and subtract multi-digit whole numbers.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.
- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.



Number and Operations-Fractions

Extend understanding of fraction equivalence and ordering.

- Explain why a fraction a/b is equivalent to a fraction $(n \times a) / (n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
- Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$.
- Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

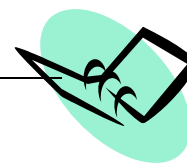
- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$.*
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?*

Understand decimal notation for fractions, and compare decimal fractions.

- Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.*
- Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
- Compare two decimals to hundredths by reasoning about their size.
- Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions.

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a



smaller unit.

- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)...*
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals.
- Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).
- Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

- Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - a. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- Measure angles in whole-number degrees using a protractor.
- Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.
- Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry

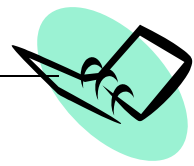
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
- Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.
- Recognize right triangles as a category, and identify right triangles.
- Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.
- Identify line-symmetric figures and draw lines of symmetry.

SOCIAL STUDIES

Children build on their K-3 understanding of families, schools, and communities to learn about the political institutions and historic development of their local communities, New York State, and the United States. Children continue to learn about the rights, responsibilities and duties of citizenship. By participating in school activities that teach democratic values, students develop political awareness of the roles of supporters and leaders. Children expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.





Native American Indians of New York State

- Understands that Native Americans were the first inhabitants of our local region.
- Recognizes Native Americans’ ability to meet basic needs using the environment.
- Recognizes the accomplishments and contributions of Native Americans.

Explorers (Europe, the Americas, Africa)

- Recognizes the major explorers of New York State.
- Understands the impact of exploration: social/cultural, economic, political, etc.
- Understands the slave trade and slavery in the colonies.
- Understands the motivation to migrate to our state.

Colonial and Revolutionary Periods

- Recognizes the influences of the Dutch, English, and French in New York State.
- Compares the lifestyles and cultures in the colonies during different time periods.
- Recognizes different types of daily activities: cultural, political, economic, scientific/technological, religious.
- Understands the importance of Colonial Government.
- Understands the causes for the revolution: social, political, economic.

The Revolutionary War in New York State

- Understands the significance of New York State’s location.
- Recognizes the geographic features that influenced the war.
- Understands the Native American influences on the war.
- Understands the war strategy, loyalists, patriots, leaders, and effects of the war.

The New Nation

- Understands the foundations for a new government and democracy.
- Recognizes the importance of the Bill of Rights.
- Recognizes individuals and groups who helped to strengthen democracy.
- Understands values, practices, and traditions unite all Americans.

Industrial Growth and Expansion

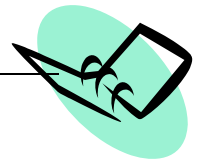
- Recognizes the impact of transportation, inventions, communications, and technology of the 1800s and 1900s.
- Understands immigration and migration and their important contributions.
- Understands the geographic influences of industrialization and expansion.

Urbanization: Economic, Political, and Social Impacts

- Understands rural, to urban, to suburban migration.
- Understands economic interdependence (e.g., resource use: from farm to market).
- Understands the labor movement and child labor.

Government

- Understands the basic democratic and fundamental values and principles of democracy as expressed in: the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, and Pledge of Allegiance.
- Recognizes the basic purpose of government is to protect the rights of individuals and to promote the common good.



- Recognizes the structure and function of the branches of government.
- Recognizes how representatives in the legislative, executive, and judicial branches are elected to office by the people.
- Recognizes that effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.

SCIENCE

Physical Setting

- Understands matter takes up space, has mass, and can be solid, liquid or gas.
- Uses senses and tools to observe the properties of matter: color, mass, weight.
- Measures using standard or metric measurement using a variety of tools.
- Sorts objects according to properties to classify.
- Understands energy takes many forms: heat, electric, chemical, mechanical.
- Experiments using simple machines to observe how energy changes: pulleys, levers, inclined planes.
- Understands the force of magnetism and how it attracts and repels objects.
- Understands that energy and matter interact and change on a daily basis.
- Understands energy can be transferred from one place to another.
- Recognizes the direction or change in motion can be affected by pushing, pulling, or friction.
- Understands the forces of gravity and magnetism can affect objects through all forms of matter.



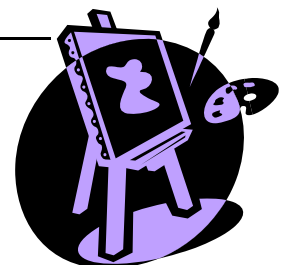
Living Environment

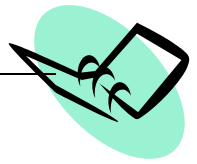
- Understands animals need air, water, and food in order to live and thrive.
- Recognizes plants need air, water, nutrients and light in order to live and thrive.
- Understands that non-living things can be created, occur naturally and do not live and thrive.
- Understands some traits of living things are inherited: eye color, color of flowers.
- Observes that plants and animals closely resemble their parents.
- Recognizes plants and animals have different features that serve special functions and have different ways to adapt in growth, survival.
- Understands plants and animals have life cycles, stages of development, and a life span.
- Understands that food supplies the energy needed for growth and repair.
- Recognizes all living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
- Understands plants and animals respond to change in their environment.
- Understands that animals use senses to provide info on their environment.
- Recognizes an animal's pattern of behavior depends on the environment.
- Understands the food chain consists of plants (producers), predators, and prey.
- Understands that decomposers are living things that recycle nutrients.
- Understands that plants manufacture food by using air, water, and energy from the sun which is then transferred to animals through the food chain.
- Recognizes that heat energy from the sun powers the water cycle.

ART

Continues to develop essential learning skills in art and creativity in artistic expression.

- Demonstrates a knowledge of form vs. shape.
- Creates relief sculptural forms.
- Learns to identify art forms such as: tempera, watercolor, collage, still life, etc.
- Develops a vocabulary of artistic terms.





- Understands the difference between abstract and realistic.

MUSIC

Continues to develop essential learning skills through singing, listening, movement and performance. First year of eligibility for band and orchestra.

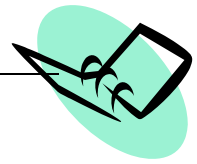
- Sings select songs from choral repertoire.
- Music listening for basic theoretical elements (time signatures, clefs, etc.).
- Reads various rhythms.
- Begins rhythmic dictation.
- Develops advanced performance techniques using Orff instruments.
- Enhances recorder pedagogy.



PHYSICAL EDUCATION

- Develops fine motor skills, agility, and muscle control.
- Continues to develop sportsmanship and team play concepts through the introduction of team sports.
- Understands what is necessary for living a healthy lifestyle through diet, hygiene, and nutrition.





Character Education

Character Education fosters the development of responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share.

The goal of character education is to develop students socially, ethically, and academically by incorporating character development into every aspect of the school culture and curriculum. Students work to develop good character, which includes knowing, caring about, and acting upon core ethical values such as: responsibility, respect, honesty, compassion, perseverance, acceptance, forgiveness, and humility.

Responsibility – Students are accountable in their speaking and their actions. They develop a sense of duty to complete tasks with reliability, dependability and commitment.

Respect – Students show a high regard for authority, other people, self, and their country. Students treat others as they would want to be treated. They understand that all people have value as human beings.

Honesty – Students tell the truth, admit wrong doing, are trustworthy and act with integrity.

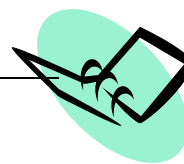
Compassion – Students show an understanding and care for others by treating them with kindness, generosity, and a forgiving spirit.

Perseverance – Students pursue goals with determination and patience.

Acceptance - Students keep an open and understanding attitude toward others and accept differences.

Forgiveness – Students learn to resolve resentments towards each other and show a willingness to forgive.

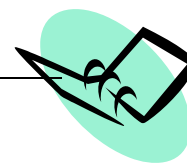
Humility – Students learn to be humble and keep a modest opinion of their own accomplishments.



Appendix

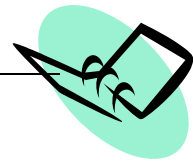
Reading Lists-Grade Four	<u>Pg. 32</u>
Language Arts Performance Levels-Grade Four	<u>Pg. 40</u>
New York State Testing-Grade Four	<u>Pg. 44</u>
Internet Resources for State Assessments	<u>Pg. 45</u>



**READING LIST - Grade 4**

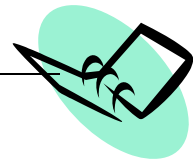
Any available unabridged edition of a title is acceptable.

- Adler, David A. ***Satchel Paige: Don't Look Back***. Harcourt, 2007. Eventually overcoming racism and the social limitations of the early 1940's, Satchel Paige enjoyed a career in baseball for over 40 years.
- Asch, Frank. ***Star Jumper: Journal of a Cardboard Genius***. Kids Can Press, 2006. Alex plans to leave planet Earth and his annoying little brother in Star Jumper - the spaceship he designed and built entirely of cardboard, duct tape, and old items from the basement.
- Aston, Dianna. ***A Seed is Sleepy***. Chronicle Books, 2007. Beautifully illustrated, this book includes an intriguing array of seed and plant facts.
- Atwater, Richard. ***Mr. Popper's Penguins***. First published 1938. The unexpected delivery of a large crate containing an Antarctic penguin changes the life and fortune of Mr. Popper. Newbery Honor book.
- Avi. ***Poppy's Return***. HarperCollins, 2005. In this ongoing Dimwood Forest adventure, Poppy travels to her childhood home to save the other mice there from destruction by a bulldozer.
Series
- Babbitt, Natalie. ***Jack Plank Tells Tales***. Michael di Capua Books, 2007. Because he is too nice to be a pirate, Jack Plank looks for a new career, but each night he tells tales of why the one job he looked into that day is wrong.
- Barshaw, Ruth. ***Ellie McDoodle: Have Pen, Will Travel***. Bloomsbury, 2007. Armed only with humor, a pen and a sketchbook, eleven-year-old Ellie McDoodle chronicles her adventures and mishaps while camping with her cousins, aunt and uncle.
- Bauer, Marion Dane. ***Secret of the Painted House***. Random House, 2007. When her family moves from Chicago to the country, nine-year-old Emily is drawn to a mysterious playhouse she finds in the woods, and she soon meets its sad, lonely inhabitant.
- Birney, Betty. ***Friendship According to Humphrey***. Putnam, 2005. When Humphrey the hamster returns to Mrs. Brisbane's class after the winter break, he finds a new class pet. *Series*
- Boniface, William. ***The Extraordinary Adventures of Ordinary Boy: the Hero Revealed***. HarperCollins, 2006. Ordinary Boy is the only person in Superopolis that doesn't have superpower, which definitely means trouble when he finds himself in the clutches of arch villain Professor Brain-Drain.
- Bregoli, Jane. ***The Goat Lady***. Tilbury House, 2004. Children of a small Massachusetts town convince their community to love and accept a kind, elderly French Canadian woman, despite her messy yard and noisy goats.
- Brooks, Gwendolyn. ***Bronzeville Boys and Girls***. HarperCollins, 2007. The universal joys and experiences of children are celebrated in this newly illustrated collection of poetry from one of America's most beloved poets.
- Bunting, Eve. ***Reggie***. Cricket, 2006. Eight-year-old Alex is determined to keep the toy mouse he finds tied to a balloon, even after posters appear asking for its return. But when his dog Patch disappears, Alex discovers what it is like to lose something you love more than anything.

**READING LIST - Grade 4**

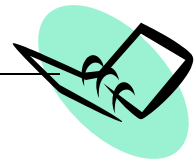
Any available unabridged edition of a title is acceptable.

- Byars, Betsy. *Dog Diaries: Secret Writings of the WOOF Society*. Holt, 2007. At the first annual meeting of WOOF - Words of Our Friends - assorted dogs share tales of dogs throughout history.
- Byrd, Robert. *The Hero and the Minotaur*. Dutton, 2005. This re-telling follows the Greek hero Theseus as he overcomes challenges on the road, defeats the Minotaur, and becomes the wise and just ruler of Athens.
- Child, Lauren. *Clarice Bean Spells Trouble*. Candlewick Press, 2005. Spelling causes lots of trouble for Clarice. *Series*
- Cleary, Beverly. *Ribsy*. First published in 1964. When Ribsy gets lost from his family at the shopping center, he begins humorous escapades and wanderings in his quest to find his family. *Series*
- Clements, Andrew. *No Talking*. Simon & Schuster, 2007. The noisy fifth grade class of Laketon Elementary becomes suspiciously quiet when the boys challenge the girls to a "no talking" contest.
- Clements, Andrews. *Dogku*. Simon & Schuster, 2007. Haiku is used to tell the story about a dog named Mooch who rides in a car, barks at the neighbors, and chews on dirty socks.
- Colfer, Eoin. *Eoin Colfer's Legend of the Worst Boy in the World*. Hyperion, 2007. Will Woodman has a hard time getting anyone in his family to listen to him, so he turns to his grandfather, who, it turns out, has more terrible sob stories than Will does.
- Cook, Sally. *Hey Batta Batta Swing! The Wild Old Days of Baseball*. McElderry Books, 2007. This non-fiction title describes the old days of baseball before there were pitching mounds, and contains trivia about players' nicknames, team names, and the design of the uniforms.
- Coombs, Kate. *The Secret-Keeper*. Atheneum, 2006. Kalli is entrusted with everyone's secrets until the potter's son reveals the best secret of all.
- Coren, Stanley. *How Dogs Think: Understanding the Canine Mind*. Kids Can Press, 2006. Everything you want to know about how dogs think, talk, and see the world can be found in this short, illustrated book with a question-and-answer format.
- Coville, Bruce. *Jeremy Thatcher, Dragon Hatcher*. Jane Yolen Books, 1991. In this sequel to *The Monster's Ring*, Jeremy purchases a strange egg which turns out to be a dragon that only he and Mary Lou can see. *Series*
- Curtis, Christopher Paul. *Mr. Chickee's Funny Money*. Wendy Lamb, 2005. In this first book of a new series, Flint Future Detective Club members Steven Carter, his friend Russell, and Russell's dog (Zoopy) solve the mystery of a quadrillion-dollar bill with the image of James Brown on it.
- Dahl, Roald. *Matilda*. Viking, 1988. Matilda applies her mental powers to rid the school of the evil headmistress, Miss Trunchbull, and restore Miss Honey, her nice teacher, to financial security.

**READING LIST - Grade 4**

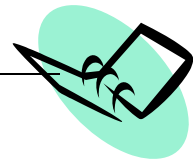
Any available unabridged edition of a title is acceptable.

- Davies, Nicola. ***Extreme Animals: the Toughest Creatures on Earth***. Candlewick, 2006. This amazing natural history book reveals how animals adapt to and survive the harshest of conditions that would kill any human.
- Deans, Karen. ***Playing to Win: The Story of Althea Gibson***. Holiday House, 2007. Growing up in Harlem, Althea Gibson overcame odds to become the first African American woman to be ranked as the number one tennis player in the world.
- DiCamillo, Kate. ***Because of Winn-Dixie***. Candlewick, 2000. India Opal Buloni, age 10, describes her first summer in Naomi, Florida, and all the good things that happen to her because of her big ugly dog, Winn-Dixie. Newbery Honor Book
- DiSalvo, Dyanne. ***The Sloppy Copy Slipup***. Holiday House, 2006. Brian has to think fast to salvage the situation when he has not done his sloppy copy writing assignment for the second time and faces another zero in Miss Fromme's class.
- Eilenberg, Max. ***Beauty and the Beast***. Candlewick, 2006. This beautifully illustrated version of the classic tale includes such interesting family members as Beauty's two spoiled sisters and her proud, adoring father.
- Fleischman, Paul. ***Glass Slipper, Gold Sandal: A Worldwide Cinderella***. Holt, 2007. This colorful version of the classic fairy tale blends together tidbits of over twenty Cinderella stories from around the world.
- Florian, Douglas. ***Comets, Stars, the Moon, and Mars***. Harcourt, 2007. Information about our solar system is presented through a delightful mix of poetry, art and creative design.
- Friedman, Laurie and Tamara Schmitz. ***Mallory on Board***. Carolrhoda, 2007. A cruise would seem to be an unlikely place for Mallory to be unhappy, but the wedding on board of her two best friends' parents causes her to feel left out. *Series*
- Gardiner, John R. ***Stone Fox***. First published 1980. Willie hopes to win the purse in a dog sled race in order to pay the back taxes on his grandfather's farm.
- Gifford, Peggy. ***Moxy Maxwell Does Not Love Stuart Little***. Schwartz & Wade, 2007. While Moxy is procrastinating about beginning her summer reading assignment, ***Stuart Little***, her twin brother is documenting her many diversions with his new camera.
- Greenwood, Marie. ***Explorer***. Dorling Kindersley, 2006. All types of explorers from the earliest world navigators to astronauts are introduced through colorful photographs and entertaining text.
- Grimes, Nikki. ***Thanks a Million***. Greenwillow, 2006. The importance of being thankful and expressing our gratitude are demonstrated in sixteen different ways through poetry.
- Graff, Lisa. ***The Thing About Georgie***. Laura Geringer Books, 2006. Georgie's dwarfism causes problems, but he could always rely on his parents, his best friend, and classmate Jeanie the Meanie's teasing, until a surprising announcement, a new boy in school, and a class project shake things up.

**READING LIST - Grade 4**

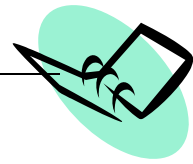
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- Gutman, Dan. ***The Homework Machine***. Simon & Schuster, 2006. When three classmates of fifth grade computer geek, Brandon, find out that he has invented a machine that does homework in his own handwriting, they all use it secretly with disastrous consequences.
- Haas, Jessie. ***Jigsaw Pony***. Greenwillow, 2005. Twins Kiera and Fran have never agreed on anything until their father surprises them with a pony.
- Hamilton, Virginia. ***The Girl Who Spun Gold***. Scholastic, 2000. This beautifully illustrated folk tale is a West Indian variant of the Rumpelstiltskin story.
- Hansen, Rosanna. ***Caring for Cheetahs: My African Adventure***. Boyds Mill, 2007. Pounce into this colorful photo essay about protecting endangered cheetahs at a nature reserve owned by the Cheetah Conservation Fund in Namibia, Africa.
- Hanson, Mary. ***How to Save Your Tail***. Schwartz & Wade Books, 2007. Take a romp with Bob the rat, who survives capture by two cats by sharing both fresh-baked cookies and fractured fairy tales about his ancestors.
- Hatkoff, Juliana, Isabella and Craig. ***Knut: How One Little Polar Bear Captivated the World***. Scholastic, 2007. When Knut was born, his mother couldn't take care of him, so a zookeeper at Zoo Berlin becomes his foster father.
- Hobbs, Valerie. ***Sheep***. Farrar, Straus & Giroux, 2006. A young border collie is sold when his sheep-ranching family falls on hard times, leading him to a series of new owners, new names, and a mixed-bag of new adventures.
- Holt, Kimberly Willis. ***Piper Reed, Navy Brat***. Henry Holt, 2007. Piper is sad about leaving her home and friends behind when her father, a Navy aircraft mechanic, is transferred yet again. But with help from her often-annoying sisters and a surprise from their parents, she finds happiness in their new home in Pensacola, Florida.
- Howe, James. ***Bunnica: A Rabbit-Tale of Mystery***. First published in 1979. Though scoffed at by Harold the dog, Chester the cat tries to warn his human family that their foundling baby bunny must be a vampire. *Series*
- Hurwitz, Johanna. ***PeeWee's Tale***. SeaStar, 2000. Pee Wee is an extraordinary guinea pig who learns to read from the newspaper scraps in his cage and finds himself in New York City's Central Park where he needs survival skills. *Series*
- James, Helen Foster. ***S is for S'mores***. Sleeping Bear Press, 2007. No camping trip will be complete without this fun alphabet book full of camping trivia, including the perennial favorite - s'mores.
- Jenkins, Emily. ***Toys Go Out: Being the Adventures of a Knowledgeable Stingray, a Toughy Little Buffalo, and Someone Called Plastic***. Schwarz & Wade, 2006. Six stories relate the adventures of three best friends, who happen to be toys.

**READING LIST - Grade 4**

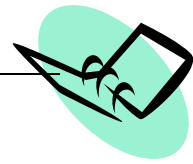
Any available unabridged edition of a title is acceptable.

- Jenkins, Steve. ***Dogs and Cats, Cats and Dogs***. Houghton Mifflin, 2007. Illustrated with eye-catching collage, this book presents a wealth of information about both dogs and cats in an enticing read and flip-it-over format.
- Kelly, Katy. ***Lucy Rose: Working Myself to Pieces and Bits***. Delacorte, 2007. In her diary, fourth grader Lucy Rose, who is a lover of palindromes and big words, records her adventures with friends Jonique and Melonhead, including their unorthodox ways of raising money so that the McBees can remodel their bakery. *Series*
- Ketteman, Helen. ***Waynetta and the Cornstalk: A Texas Fairy Tale***. Whitman, 2007. This humorous retelling of "Jack and the Beanstalk" with a Texas twist is pure fun.
- Kimmel, Eric. ***A Picture for Marc***. Random, 2007. Marc, an imaginative Russian boy, discovers his talent for drawing and, with the encouragement of a friend and an art teacher, decides to become an artist and grows up to be a famous artist.
- King-Smith, Dick. ***The Golden Goose***. Knopf, 2005. A golden goose seems to have magical powers which bring much good luck and joy to a farmer and his family.
- Kline, Suzy. ***Herbie Jones Moves On***. Putnam's, 2005. Readers will be surprised by the ending of this book as Herbie and his friend Raymond, whose family is moving, try to thwart the sale of Raymond's house. *Series*
- Levine, Ellen. ***Henry's Freedom Box***. Scholastic, 2007. This is a fictionalized account of how in 1849, a Virginia slave, Henry "Box" Brown escapes to freedom by shipping himself in a wooden crate from Richmond to Philadelphia.
- Lin, Grace. ***The Year of the Dog***. Little, Brown, 2006. Frustrated at her seeming lack of talent for anything, a young Taiwanese American girl sets out to apply the lessons of the Chinese Year of the Dog to her own life.
- Look, Lenore. ***Ruby Lu: Empress of Everything***. Atheneum, 2006. Ruby Lu's life becomes challenging after her deaf cousin arrives from China. *Series*
- Lowry, Lois. ***Gooney Bird and the Room Mother***. Houghton, 2005. In this second story about Gooney Bird Greene, the heroine saves the day by finding her class a surprise room mother. *Series*
- Lubar, David. ***Punished!*** Darby Creek, 2006. Because he was playing tag in the reference section of the library, Logan is punished by Professor Wordsworth, who puts a spell on him that is broken only by finding anagrams, palindromes, and oxymorons.
- MacDonald, Alan. ***Trolls Go Home!*** Bloomsbury, 2007. When the Trolls move in next door to the Priddles, each family finds the other strange, which causes many misunderstandings.
- MacLachlan, Patricia. ***Edward's Eyes***. Atheneum, 2007. Edward has a large and close family that loves baseball, music, books, and each other. When he unexpectedly dies and his parents donate his organs, his wonderful eyes go to the perfect recipient.

**READING LIST - Grade 4**

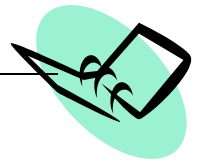
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- Mannis, Celeste. ***Julia Morgan Built a Castle***. Viking, 2006. Following her dream to build buildings, Julia Morgan overcame great obstacles to become the first woman licensed architect in California and the builder of the magnificent Hearst Castle.
- Markle, Sandra. ***Little Lost Bat***. Charlesbridge, 2006. A baby Mexican free-tailed bat lives in a cave in Texas and manages to survive after losing its mother.
- Marsden, Carolyn. ***Bird Springs***. Viking, 2007. Ten-year-old Gregory and his family move from the Bird Springs Reservation into a motel in Tucson. He struggles to adjust to a very different way of life with the help of a new friend and his art therapy teacher.
- McCully, Emily. ***Marvelous Mattie: How Margaret E. Knight Became an Inventor***. Farrar, 2006. Margaret E. Knight's inventions ranged from foot warmers to the first paper bag machine and won her the title "Lady Edison".
- McDonald, Megan. ***Judy Moody Around the World in 8 ½ Days***. Candlewick, 2006. Judy Moody's new friendship causes problems with her old friends as they try to work together on a school project. *Series*
- McDonough, Yona. ***Hammerin' Hank: The Life of Hank Greenberg***. Walker, 2006. This picture book biography of Hall of Fame baseball player Hank Greenberg has a winning combination of illustrations and text.
- Mills, Claudia. ***Being Teddy Roosevelt***. Farrar, 2007. When he is assigned Teddy Roosevelt as his biography project in school, fourth-grader Riley finds himself inspired by Roosevelt's tenacity and perseverance and resolves to find a way to get what he most wants--a saxophone and music lessons.
- Nagda, Ann Whitehead. ***Meow Means Mischief***. Holiday House, 2003. A stray kitten turns out to be the perfect way to help Rana make friends in her new school and to feel more comfortable with her grandparents, who are visiting from India while her parents are away.
- Naylor, Phyllis Reynolds. ***Patches and Scratches***. Marshall Cavendish Children, 2007. Sarah takes on the problem of finding a pet for her friend Peter that both he and his grandmother will like. *Series*
- Nicola-Lisa, W. ***How We Are Smart***. Lee & Low, 2006. Famous people are smart in many different ways - eight to be exact according to the author.
- Nolan, Lucy. ***On the Road***. Marshall Cavendish, 2005. A dog who thinks her name is "Down Girl" goes on a car ride to the beach, goes camping in the woods, and reluctantly pays a visit to the vet with her master, "Rruff." *Series*
- Osborne, Mary Pope. ***Pompeii Lost & Found***. Knopf, 2006. This fresco-illustrated book answers questions about the effect of the eruption of Mt. Vesuvius on the people of Pompeii and their life before the disaster.
- Park, Linda Sue. ***Archer's Quest***. Clarion, 2006. Twelve-year-old Kevin Kim helps Chu-mong, a legendary king of ancient Korea, return to his own time.

**READING LIST - Grade 4**

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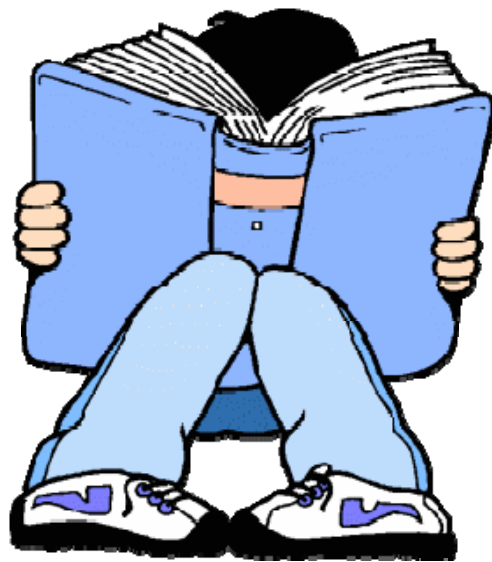
- Patterson, Nancy Ruth. ***The Winner's Walk***. Farrar, 2006. Surrounded by a multi-talented family, nine-year-old Case Callahan feels driven to succeed, but his failed attempts at various competitions discourage him until he finds a stray dog with a surprising past.
- Paulsen, Gary. ***Lawn Boy***. Wendy Lamb Books, 2007. Things get out of hand for a twelve-year-old boy when a neighbor convinces him to expand his summer lawn mowing business.
- Pennypacker, Sara. ***Talented Clementine***. Hyperion, 2007. In this second book about her, eight-year-old Clementine is convinced that she has no talent and tries to find a way to avoid participating in the class talent show. *Series*
- Perkins, Mitali. ***Rickshaw Girl***. Charles bridge, 2007. When her family faces financial difficulties, Naima seeks to find a way to help while remaining true to her Bangladeshi heritage and her own artistic talent.
- Perry, Andrea. ***The Snack Smasher and Other Reasons Why It's Not My Fault***. Atheneum, 2007. Sneaky villains cause life's little annoyances in this collection of poems.
- Polacco, Patricia. ***Something About Hensley's***. Philomel, 2006. Old John, the manager of Hensley's General Store, sells just about anything a person could want, but also freely supplies kindness and a helping hand to the townsfolk.
- Prelutsky, Jack. ***Good Sports***. Knopf, 2007. Rhymes and verses about various sports activities are included in this illustrated collection of poems for children.
- Rosen, Michael J. ***Balls!*** Darby Creek, 2006. This illustrated book includes history, science, records, and some well-rounded trivia about some of your favorite sports balls.
- Ryder, Joanne. ***A Pair of Polar Bears: Twin Cubs Find a Home at the San Diego Zoo***. Simon & Schuster, 2006. In a factual, yet entertaining account, two orphaned polar bear cubs are rescued and flown to the San Diego Zoo where they find both safety and care in their new home.
- Rylant, Cynthia. ***The Journey: Stories of Migration***. Blue Sky, 2006. Six migratory animals from the insect, mammal, bird, and fish groups make incredible migrations from one habitat to another every year.
- Scieszka, Jon. ***Oh Say, I Can't See***. Penguin, 2005. Samantha, Joe, and Fred time warp to Revolutionary War days where they must convince George Washington and his men to cross the Delaware. *Series*
- Simon, Seymour. ***Horses***. HarperCollins, 2006. Horse-lovers will enjoy this book of photographs and accompanying text which provides interesting information about horses.
- St. George, Judith. ***Make Your Mark, Franklin Roosevelt***. Philomel, 2007. Meeting Groton headmaster, Endicott Peabody, was a turning point in young Franklin Roosevelt's life and set him on his way to becoming one of our most influential presidents.
- Star, Fleur. ***Rain Forest: Around the Clock with Animals of the Rain Forest***. Dorling Kindersley, 2006. With fascinating facts and elaborate photography, many rainforest animals are tracked over a twenty-four hour period.



READING LIST - Grade 4

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- Stewart, Melissa. *A Place for Butterflies*. Peachtree, 2006. Using specific species of butterflies, the author effectively explains how the actions and inactions of humans affect the butterfly populations in the United States.
- Tang, Greg. *Math Potatoes*. Scholastic, 2005. Colorful rhymes and riddles help make math more accessible and fun.
- Truss, Lynne. *The Girl's Like Spaghetti: Why You Can't Manage Without Apostrophes*. Putnam, 2007. Using or not using an apostrophe can change the meaning of a sentence dramatically.
- Urbigkit, Cat. *Brave Dogs, Gentle Dogs: How They Guard Sheep*. Boyds Mills, 2005. Guardian dogs are trained to guard farm animals and protect them from outside dangers.
- Van Draanen, Wendelin. *Shredderman: Meet the Gecko*. Random, 2005. Nolan, a true hero, helps his favorite TV hero outsmart a reporter who has been stalking him. *Series*
- Willey, Margaret. *Clever Beatrice and the Best Little Pony*. Atheneum, 2004. Clever Beatrice seeks out the village bread maker to come up with a plan to protect her pony. *Series*
- Wisniewski, David. *The Secret Knowledge of Grown-ups: The Second File*. HarperCollins. 2001. Creative reasons behind rules made by grownups for children are laugh-out-loud funny.





LANGUAGE ARTS PERFORMANCE LEVELS – *Fourth & Fifth Grade*

Reading

Exceptional Reader

- reads and comprehends advanced text
- chooses reading as an independent activity for pleasure and information
- uses higher level thinking strategies (i.e. inferences, drawing conclusions, cause/effect, fact/opinion)
- summarizes concisely
- reads for the purpose of collecting, using, analyzing and applying information from content areas with consistency
- reads to evaluate and analyze with consistency
- responds to literature and follows up with expansion activities
- reads silently for sustained periods
- reads and discusses various forms of social material (i.e. friendly notes, cards, letters) with consistency



Strong Reader

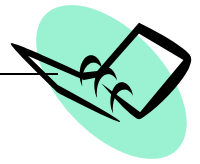
- reads and comprehends text appropriate for grade level and/or advanced text
- selects text independently at an appropriate level
- uses higher level thinking strategies (i.e. inferences, drawing conclusions, cause/effect, fact/opinion)
- summarizes
- reads for the purpose of collecting, using, analyzing and applying information from content areas independently
- reads to evaluate and analyze independently
- responds to literature and relates to personal experiences
- reads silently for sustained periods
- reads and discusses various forms of social material independently

Capable Reader

- reads and comprehends text appropriate for grade level
- selects text independently at an appropriate level
- begins to use higher level thinking strategies (i.e. inferences, drawing conclusions, cause/effect, fact/opinion)
- uses reading strategies for meaning (i.e. main idea, supporting details, predicting, summarizing, sequencing)
- retells a story
- reads for the purpose of collecting and using data from content area text
- reads to evaluate and analyze
- responds to literature
- reads during silent reading
- reads and discusses various forms of social material

Developing Reader

- reads and understands shorter text with simple narratives
- needs help reading and understanding grade-appropriate text independently



- applies limited strategies (context, details, sequencing)
- relies on reading familiar text
- begins to read for the purpose of collecting and using data from content area text
- begins to read to evaluate and analyze
- begins to respond to literature
- does not always read during silent reading
- begins to read and discuss various forms of social material

Limited Reader

- reads and comprehends simple and familiar text
- rarely chooses to read for pleasure
- begins to apply limited strategies (context, details, sequencing)
- has difficulty with unfamiliar text
- rarely reads for the purpose of collecting and using data
- rarely reads to evaluate and analyze
- begins to respond to literature with teacher support
- rarely reads and discusses various forms of social material (i.e. friendly notes, cards, letters)

Writing

Exceptional Writer

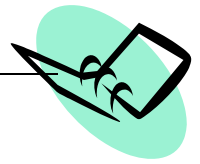
In addition to the Strong Writer indicators, the Exceptional Writer consistently:

- writes with an original voice, expressing the personality and style of the writer
- uses vivid, concrete, sensory details
- uses figures of speech for emphasis and variety (figurative language, innuendo, hyperbole, etc.)
- offers powerful, meaningful associations to the reader
- evokes strong emotional response from the reader
- purposefully analyzes his/her own writing for revision
- uses other authors to mentor his/her writing craft, enhancing their own style of writing



Strong Writer

- develops a purposeful organizational plan
- independently engages in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- enjoys pursuing writing independently
- uses a wide range of techniques to engage the reader
- has an accurate perception of topic with supporting details, interesting and imaginative development
- uses written language to acquire, interpret, apply and exchange information consistently
- uses written language to present opinions and make judgments from different points of view consistently
- uses a variety of writing forms (i.e. poetry, fiction, non-fiction)
- uses written forms of social communication consistently



- uses clear sentence sense and variety
- exercises vocabulary choice and arrangement
- makes few or no mechanical errors (capitalization, punctuation, spelling)

Capable Writer

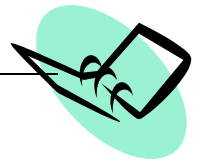
- shows satisfactory organizational plan
- frequently engages independently in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- begins to use techniques to engage reader
- has an accurate perception of topic with some supporting details
- uses written language to acquire, interpret, apply and exchange information
- uses written language to present opinions and make judgments from different points of view
- begins to write in a variety of forms (i.e. poetry, fiction, non-fiction)
- uses written forms of social communication
- uses varied sentence structure
- begins to use precise vocabulary
- makes mechanical errors which do not interfere with communication

Developing Writer

- shows evidence of organizational plan but may lose focus
- begins to engage in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- lacks techniques to engage reader
- begins to use written language to acquire, interpret, apply and exchange information with teacher support
- begins to use written language to present opinions and make judgments from different points of view
- begins to write in a variety of forms (i.e. poetry, fiction, non-fiction) with teacher support
- begins to use written forms of social communication
- uses simple or repetitive sentences, may include fragments and/or run-ons
- uses few descriptive words
- makes errors in mechanics that may interfere with communication

Limited Writer

- has an inconsistent organizational plan
- begins to engage in all aspects of the writing process with teacher support (planning, drafting, revising, editing, publishing)
- may be a reluctant writer
- rarely uses written language to acquire, interpret, apply and exchange information
- rarely uses written language to present opinions and make judgments from different points of view
- rarely writes in a variety of forms (i.e. poetry, non-fiction, fiction)
- rarely uses written forms of social communication
- uses vague or confusing statements
- uses simple sentence structure, many fragments and/or run-ons
- uses limited vocabulary
- makes mechanical errors that seriously interfere with communication



Listening

Strong Listener

- consistently analyzes and evaluates complex material from speaker
- follows and correctly interprets complex directions
- listens for the purpose of collecting data from various sources
- consistently listens and responds to social communication appropriately



Capable Listener

- analyzes and evaluates material from speaker
- follows multi-step directions
- is usually attentive to speaker and discussions
- listens and responds to social communication appropriately

Developing Listener

- relies on repetition to get information
- has difficulty following simple direction
- has a limited attention span
- is often inattentive
- has difficulty listening and responding to social communication appropriately

Speaking

Strong Speaker

- makes meaningful contributions during class activities
- speaks clearly and with expression
- responds to questions with clarity and insight
- is a confident speaker in classroom discussions
- uses oral language to critique, interpret, apply and transmit information independently



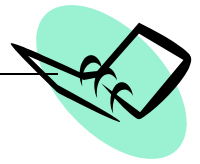
Capable Speaker

- takes part in class discussions and stays on topic
- speaks clearly with adequate volume
- responds to questions with complete sentences
- responds appropriately in class activities
- uses oral language to critique, interpret, apply and transmit information

Developing Speaker

- may be reluctant to participate in class discussions
- needs to work on speaking skills (volume and clarity)
- rarely uses oral language to critique, interpret, apply and transmit information





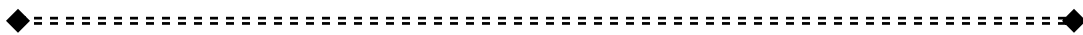
NEW YORK STATE TESTING **GRADE 4**

Testing Dates:

ELA – April

Mathematics – April/May

Science – May (lab performance) & June (written)



GRADE 4 –

Students are tested in the areas of English Language Arts (ELA), Mathematics, and Science.

ELA

The ELA assessment includes testing students’ comprehension, listening and writing skills.

- Day 1 – Multiple Choice (based on reading passages in the areas of locating details, sequential order of events, literal and inferential thinking)
- Day 2 - Listening Comprehension
- Day 3 - Written Comprehension based on two stories (one fiction, one non-fiction) short response, extended response and conventions (six traits of writing)

MATH

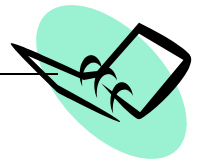
The Math assessment includes testing of student’s ability to perform various math computations, problem solve using a variety of strategies, and write about their understanding of the problem solving process.

- Day 1 – Multiple Choice (mathematical concepts, problem solving and computation)
- Day 2 – Multiple Choice (mathematical concepts, problems solving and computation)
- Day 3 – Extended Response (problem solving with written explanation)

SCIENCE

Students are tested on science curriculum from kindergarten to grade four

- Performance Test– Students are tested on three hands on lab experiments
- Written Test – Part 1 is multiple choice and Part 2 is written response



Internet Resources for State Assessments

William Floyd School District: www.wfsd.k12.ny.us

Step 1: Go to Resources

Step 2: Go to Student

Step 3: Select from enVisions Math, Research HW Tools, Thinkfinity

New York State Education Department: www.nysed.gov

