William Floyd School District

Parent/Teacher

Curriculum

Handbook

Fourth Grade

Kevin M. Coster

MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Guardians,

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 in life.

Sincerely,

Kevin M. Coster
Superintendent of Schools

**William Floyd
School District**

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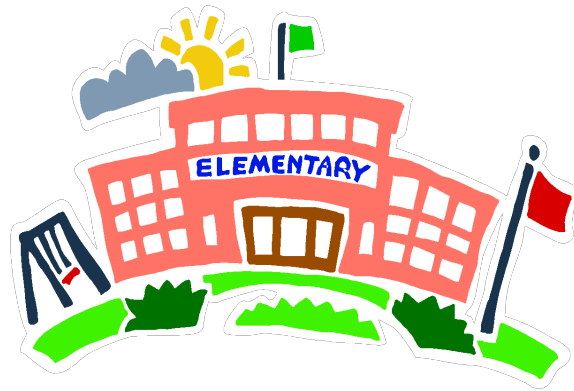
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PARENT'S GUIDE TO STUDENT SUCCESS

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 York 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.

4th 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.

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?
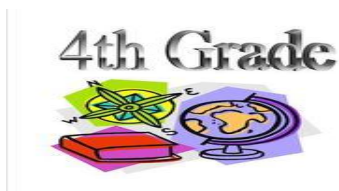
Fourth Grade Curriculum Guide

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 Kindergarten school year. The curriculum of the William Floyd School District follows New York State Next Generation Learning Standards adopted by the Department of Education of the State of New York on May 2, 2017. 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.

Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
Readers ● think, write, speak, and listen to understand ● read often and widely from a range of global and diverse texts ● read for multiple purposes, including for learning and for pleasure ● self-select texts based on interest ● persevere through challenging, complex texts ● enrich personal language, background knowledge, and vocabulary through reading and communicating with others ● monitor comprehension and apply reading strategies flexibly ● make connections (to self, other texts, ideas, cultures, eras, etc.)	Writers ● think, read, speak, and listen to support writing ● write often and widely in a variety of formats, using print and digital resources and tools ● write for multiple purposes, including for learning and for pleasure ● persevere through challenging writing tasks ● enrich personal language, background knowledge, and vocabulary through writing and communicating with others ● experiment and play with language ● analyze mentor texts to enhance writing ● strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Literary and Informational Text

Literature: **Picture books, stories, drama, fiction, fairy tales, nursery rhymes, folk tales, and other literary texts.**
Informational Text: **picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps in both print and digital sources.**

Grade 4 Word List			
difference	paragraphs	instead	engine
heart	clothes	type	
distance	design	temperature	
probably	flowers	everyone	
written	appear	method	
factors	belong	iron	
brother	guess	although	
beautiful	shall	natural	
sign	son	consonant	
discovered	either	someone	
gone	village	wonder	
metal	floor	bottom	
million	country	exactly	
instruments	everything	trouble	
months	already	symbols	

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 x 7 or 24 x 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 3/4 – 1 1/4 or 3 x 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.

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:

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

MATH

Grade 4 Overview

In Grade 4, instructional time should focus on three areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the ***Number and Operations in Base Ten*** domain, students:
   - generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place;
   - apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers;
   - select and accurately apply appropriate methods to estimate or mentally calculate products, depending on the numbers and the context;
   - develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems;
   - apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends; and
   - select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

2. Through their learning in the ***Numbers and Operations—Fractions*** domain, students:
   - develop understanding of fraction equivalence and operations with fractions;
   - recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and develop methods for generating and recognizing equivalent fractions; and
   - extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

3. Through their learning in the ***Geometry*** domain, students:
   - deepen their understanding of properties of two-dimensional shapes (e.g., angles, parallelism, and symmetry).

Mathematical Practices	
1. Make sense of problems and persevere in solving them.	5. Use appropriate tools strategically.
2. Reason abstractly and quantitatively.	6. Attend to precision.
3. Construct viable arguments and critique the reasoning of others.	7. Look for and make use of structure.
4. Model with mathematics.	8. Look for and express regularity in repeated reasoning.

Standards for Mathematical Practice: A Guide for Parents

Practice Standard	What it Looks Like: Your child might...	Questions to Ask
1. Make sense of problems and persevere in solving them.	• puzzle over the meaning of a problem. • plan an outline of a solution path instead of just jumping in. • start and stop and start again a different way. • look at other problems she did to look for ideas. • use concrete objects or pictures.	• What are you asked to figure out? • Can you think of a problem you solved before that is like this one? • What information is here that might be useful? • What is your plan for solving this? • Does your solution make sense?
2. Reason abstractly and quantitatively.	• break a problem apart and represent the parts with objects, pictures, words, or symbols. • organize information in different ways. • write number sentences to represent meaning. • explain the meaning of symbols.	• Can you write an equation (number sentence) or expression to match the problem situation? • What do the numbers or variables refer to? • Can you explain that equation in words? • How did you decide to use this operation?
3. Construct viable arguments and critique the reasoning of others.	• talk confidently about math using mathematical language fluently. • practice math vocabulary. • justify a solution by explaining its logic. • give a counterexample to disprove a statement. • recognize when logic is flawed and suggest ways to improve it.	• What does your answer mean? • How do you know your answer is correct? • Are there other correct answers to this question? How do you know? • If I told you the answer should be _____ (give a wrong answer), how would you convince me I'm wrong?
4. Model with mathematics.	• use math to solve real world problems and problems with more than one solution. • organize data to understand something happening in the real world. • use "found" information to create and solve his own problems. • interpret mathematical answers in context.	• Can you make a model of this with objects, pictures, or symbols? • Is there an equation or expression that would represent part of this situation? • What does that answer represent in real life? • Is there something interesting we can find out from this collection of data?

Practice Standard	What it Looks Like: Your child might...	Questions to Ask
5. Use appropriate tools strategically.	• choose for herself when to use a tool such as a ruler, protractor, or calculator to help solve a problem. • decide for herself when to use mental math, paper and pencil, a calculator, or computer program. • use estimation appropriately. • use a table, graph, or spreadsheet to organize complex data.	• What tools can you use to help you solve this problem? • How can this tool help you? Is there a better tool? • How can you organize this information to help you solve the problem? • Is there a different way to organize it that might be better?
6. Attend to precision.	• use clear and precise math language and accurate terminology (sum or product instead of "answer"). • use precise numbers and labels. • explain exactly what she is confused about.	• How do you know this is an accurate answer? • What do you mean when you say ___? • Is there a more precise word you could use? • What units does that represent?
7. Look for and make use of structure.	• recognize patterns and look for them when they aren't obvious. • sort objects, pictures, or numbers into groups. • use the structure of math to help solve problems (e.g. fact families or the distributive property). • try ways to break numbers apart and put them together in different ways to make a problem easier.	• Do you see any patterns? • Can you group these things in a way that makes sense? Is there another way of grouping them? • Can you take the numbers apart and put them together in a different way to make more sense? • What do you notice about the answers to the exercises on this page?
8. Look for and express regularity in repeated reasoning.	• find his own shortcuts that work to solve problems. • create strategies from repetitions that show up in his work. • generalize about a strategy to apply it to other kinds of problems. • create a rule out of a pattern of exercises and solutions.	• Do you notice anything interesting about these problems? Is there a pattern to what you notice? • Is there a shortcut that will always work for this kind of problem? How do you know it will always work? • Is there a rule that seems to be true about this pattern of numbers? Can you prove the rule is true? • What are the connections between this and other kinds of problems with similar numbers?

SAVVAS Support

The William Floyd School District uses SAVVAS Curriculum Materials for English Language Arts and Mathematics Instruction. This includes access to online learning materials that can be used at home. The QR Codes found below provide you with information about using the online platforms with your children. (parents.savvas.com)

English

Spanish

Arabic

Haitian Creole

Mandarin

Russian

Vietnamese

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 2/3 of a cup of oil, but another recipe calls for 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.)

SOCIAL STUDIES

Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the State's history from before the European colonial era to the modern period. The Key Ideas allow teachers to make connections to present-day New York State and the local community.

Grade 4 Areas of Focus:
- *Geography of New York State*
- *Native American Groups and the Environment*
- *Colonial and Revolutionary Period in New York*
- *Government*
- *In Search of Freedom and a Call for Change*
- *Western Movement and Industrialization*
- *Immigration and Migration from the Early 1800s to the Present*

CIVIC READINESS for All Students K-4

Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

Civic Readiness is:
- **Civic Knowledge**
- **Civic Skills and Actions**
- **Civic Mindsets**
- **Civic Experiences**

SCIENCE

STEM (Science, Technology, Engineering, and Mathematics) Education in Elementary School. The development of STEM proficient students begins in elementary schools. In the elementary grades, students apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. Students explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real life issues and solve problems or challenges. As students' progress through elementary school they will begin to independently integrate the STEM Standards of Practice. They will understand how to apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges as they incorporate STEM content, skills, and practices and other disciplines such as social studies, performing arts, health, and creative movement.

By the end of fifth grade, students will master grade level science, technology, engineering, and mathematics content, practices, and processes, integrate STEM contents with other disciplines,

answer complex questions, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences.

Next Generation Science Standards – Grade 4 Science Units provide students with opportunity to explore why something happens (phenomena-based). Students become scientists and engineers to:
- Use facts as needed to explain a phenomena or solve a problem
- Learn about science in a real-world context

Science Units for Grade 4:
- Waves: Riding the Waves of Information
- Earth Systems: Earth Processes in New York State
- Energy: Powering through the Fair

Waves: Waves and Information
1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
2. Generate and compare multiple solutions that use patterns to transfer information.

Earth's Systems: Processes that Shape the Earth
1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
2. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
3. Analyze and interpret data from maps to describe patterns of Earth's features.
4. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Energy: Powering through the Fair
1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
2. Make observations to provide evidence that energy is conserved as it is transferred and/or converted from one form to another.
3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
5. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

TECHNOLOGY

Your child will participate in learning experiences that focus on five key concepts of computer science and digital fluency. These concepts are:
- Impacts of Computing
- Computational Thinking
- Networks and System Design
- Cybersecurity
- Digital Literacy

Special Area

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.
- Learn 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.).
- Read 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.
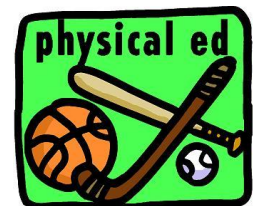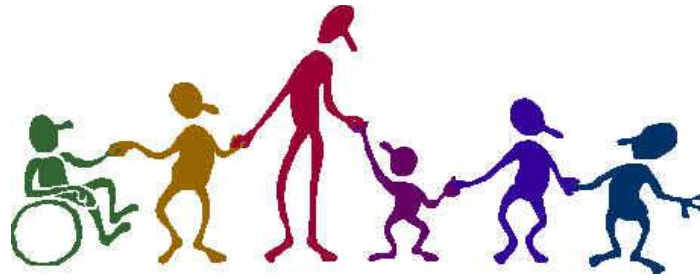
Character Education

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.

Online Access to State Standards

STANDARDS

The William Floyd School District provides all learners with instruction that is aligned to New York State's Learning Standards.

The QR Code found below will provide you with access to your child's grade level standards. https://tinyurl.com/mr2x93uu

Standards are also available in the appendix of this document.

Appendix

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* - w*est,* b*est,* n*est,* t*est*; *able* means can do – cap*able*, agree*able*, accept*able*, ador*able*).

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 *wilt*ed).
- *Compound words* – two words combined to make a new word (e.g. *sunset*).
- *Inflectional endings* (e.g. *–ed* in wilt*ed*).
- *Suffixes* – word endings (e.g. *–less* in care*less*).
- *Prefixes* – word beginnings (e.g. *un* in *un*happy).
- *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.
- New York State Literacy Modules.
- Guided Reading.
- Mathematics.
- 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 of correctness of the piece which includes spelling, grammar and usage, paragraphing, capitals and punctuation.

Reading Aloud

Read Alouds/Close Reading - The goal of Read Alouds is for students to develop background knowledge and acquire language competence through listening and building a rich vocabulary and a broad knowledge in literature, history and science by being exposed to carefully selected and sequenced read-alouds. Reading aloud to students allows them to experience a variety of high quality and challenging texts in different genres. It invites discussion and comments from students, while the teacher models and fosters comprehension of a variety of texts. Read Alouds are also referenced during the Reading and Writing Workshop.

New York State Learning Standards:

ENGLISH LANGUAGE ARTS

Reading Standards for Literature and Information

Key Ideas and Details
1. Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
   - 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

2. Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.
   - Identify the 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
   - 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.
  -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. In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence 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, phrases, figurative language, academic, and content-specific words.
- 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. In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.
    ● 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
6. In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.
    ● 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. Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, and explain how the information contributes to an understanding of 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
    ● Analyze ideas and information on the basis of prior knowledge and personal experience.
8. Explain how claims in a text are supported by relevant reasons and evidence.
    ● Collect and interpret data, facts, and ideas from unfamiliar texts.
    ● Locate information in a text that is needed to solve a problem.
    ● Identify the 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. Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.
    ● 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

Foundational Skills

Print Concepts
1. There is not a grade 4 standard for this concept. Please see preceding grades for more information.
2. There is not a grade 4 standard for this concept. Please see preceding grades for more information

Phonics and Word Recognition
3. 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.
   b. Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g. roots, prefixes, and suffixes) to read accurately unfamiliar multisyllabic words in and out of context.

Fluency
4. Read grade-level text with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on
      successive
      readings.
   b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Keyboarding
Learning Standards
Students should receive instruction in keyboarding, with a focus on technique over speed.
   •   Direct, consistent instruction on keyboarding begins.
   •   Technique (including posture and hand placement) reinforced over speed.

Text Types and Purposes
1. Write an argument to support claim(s), using clear reasons and relevant evidence.
   a. Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.
   b. Use precise language and content-specific vocabulary.
   c. Use transitional words and phrases to connect ideas within categories of information.
   d. Provide a concluding statement or section related to the argument presented.
2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
   a. Introduce a topic clearly and organize related information in paragraphs and sections.
   b. Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
   c. Use precise language and content-specific vocabulary.
   d. Use transitional words and phrases to connect ideas within categories of information.
   e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

    a. Establish a situation and introduce a narrator and/or characters.
    b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
    c. Use transitional words and phrases to manage the sequence of events.
    d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
    e. Provide a conclusion that follows from the narrated experiences or events.
4. Create a poem, story, play, art work, or other response to a text, author, theme or personal experience.
5. Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.

Research to Build and Present Knowledge

6. Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.
7. Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
    a. Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon norms 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.
    d. Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
2. Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
3. Identify and evaluate the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate
    for the audience.
5. Include digital media and/or visual displays in presentations to emphasize central ideas or themes.
6. Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.

Language
4th Grade Language Standards Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 4th grade. Local curriculum choices will determine which specific skills are included in 4th grade. These banded skills can be found at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use

the skills *by the end of 5th grade*. The → is included to indicate skills that connect and progress across the band.

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. Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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.
   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., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Explain the meaning of simple similes and metaphors in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
6. Acquire and accurately use general academic and content-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).

Anchor Standard 1 (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*

CORE CONVENTION SKILLS

- Produce complex sentences.
- Explain the function of adverbs in general as well as in particular sentences.
- Use relative pronouns (**who, whose**, whom, **which, that)**
- Use relative adverbs (where, when, why).
- Explain the function of conjunctions in general as well as in particular sentences.
- Use abstract nouns.
- Form Irregular verbs
- Use Irregular verbs
- Form the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Use verb tense to convey various times, sequences, states, and conditions.
- Ensure pronoun-antecedent agreement.
- Use subordinating conjunctions (after, before, since).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ans. (Review fragments, run on)

Anchor Standard 2 (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*

CORE PUNCTUATION and SPELLING SKILLS

- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Use punctuation to separate items in a series.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled , cries, happiness).
- Use spelling patterns, rules , and generalizations (e.g ., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Spell grade-appropriate words correctly, consulting references as needed.

4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4L3a: Choose words and phrases to convey ideas precisely.

4L3b: Choose punctuation for effect.

4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

Grades 3-5

Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

Core Conventions Skills for Grades 3→5:

• Produce simple, compound, and complex sentences.
• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
• Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
• Form and use regular and irregular plural nouns.
• Use abstract nouns.
• Form and use regular and irregular verbs.
• Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
• Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
• Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
• Use verb tense to convey various times, sequences, states, and conditions.
• Recognize and correct inappropriate shifts in verb tense.
• Ensure subject-verb and pronoun-antecedent agreement.
• Use coordinating and subordinating conjunctions.
• Use and identify prepositional phrases.
• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
• Correctly use frequently confused words (e.g., to, too, two; there, their).

Anchor Standard 3L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Core Punctuation and Spelling Skills for Grades 3→5:
• Capitalize appropriate words in titles.
• Use correct capitalization.
• Use commas in addresses.
• Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark
  direct speech
  and quotations from a text.
• Use a comma before a coordinating conjunction in a compound sentence.
• Use a comma to separate an introductory element from the rest of the sentence.
• Use punctuation to separate items in a series.
• Form and use possessives.
• Use conventional spelling for high-frequency and other studied words, and to add suffixes to
   base words (e.g., sitting, smiled, cries, happiness).
• Use spelling patterns, rules, and generalizations (e.g., word family)
   Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings,
   syllable patterns, ending rules, meaningful word parts) in writing words. → Spell
   grade-appropriate words correctly, consulting references as needed.
• Use quotation marks or italics to indicate titles of works.

*While building proficiency in English, ELLs/MLLs, in English as a New Language and
Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge
across languages

MATHEMATICS

Operations and Algebraic Thinking

Use the Four operations with whole numbers to solve problems.
1. Interpret a multiplication equation as a comparison. Represent verbal statements of
    multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, distinguishing
    multiplicative comparison from additive comparison. Use drawings and equations with a
    symbol for the unknown number to represent the problem.
3. 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.
    a. Represent these problems using equations or expressions with a letter standing for the
       unknown quantity.
    b. Assess the reasonableness of answers using mental computation and estimation strategies
       including rounding.

Gain familiarity with factors and multiples.
4. 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 a multiple of a given one-digit number. Determine whether a given whole number in the
   range 1-100 is prime or composite.

Generate and analyze patterns.
5. Generate a number or shape pattern that follows a given rule. Identify and informally explain
   apparent features of the pattern that were not explicit in the rule itself.

Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.
1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents the place to its right.
2a. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
2b. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
3. 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.
4. Fluently add and subtract multi-digit whole numbers using a standard algorithm.
5. 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fraction

Extend understanding of fraction equivalence and ordering.
1. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{a \times n}{b \times n}$ *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. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole.
3. Understand a fraction $\frac{a}{b}$ with a > 1 as a sum of fractions $\frac{1}{b}$.
   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.
   c. Add and subtract mixed numbers with like denominators.
   d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
4. Apply and extend previous understandings of multiplication to multiply a whole number by a fraction.
   a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.
   b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ and use this understanding to multiply a whole number by a fraction.
   c. Solve word problems involving multiplication of a whole number by a fraction.

Understand decimal notation for fractions, and compare decimal fractions.

5. 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.
6. Use decimal notation for fractions with denominators 10 or 100.
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when 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.
1. Know relative sizes of measurement units: ft., in.; km, m, cm. Know the conversion factor and use it to convert measurements in a larger unit in terms of a smaller unit: ft., in.; km, m, cm; hr., min., sec. Given the conversion factor, convert all other measurements within a single system of measurement from a large unit to a smaller unit. Record measurement equivalents in a two-column table.
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.
   a. Solve problems involving fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
   b. Represent measurement quantities using diagrams that feature a measurement scale, such as number lines.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Represent and interpret data.
4. 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.
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.
   a. Recognize an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. 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. Recognize an angle that turns through n one-degree angles is said to have an angle measure of n degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. 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.

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and

parallel lines. Identify these in two-dimensional figures.

2a. Identify and name triangles based on angle size (right, obtuse, acute).

2b. Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms.

2c. Identify and name all quadrilaterals with four right angles as rectangles.

3. 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

Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the State's history from before the European colonial era to the modern period. The Key Ideas allow teachers to make connections to present-day New York State and the local community

New York State and Local History and Government

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard: 3; Theme: GEO)

4.1a Physical and thematic maps can be used to explore New York State's diverse geography.

4.1b New York State can be represented using a political map that shows cities, capitals, and boundries.

4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudensaunee (Iroquois) and the Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

4.2b Native American groups developed specific patterns of organization and governance to manage their societies.

4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600's, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

4.3a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

4.3c In the mid-1700's, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role

during the Revolution, in part due to its geographic location.

4.4 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
　4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.
　4.4b The New York State Constitution establishes the basic structure of government for the state.
　　　The government of New York creates laws to protect the people and interests of the state.
　4.4c Government in New York State is organized into counties, cities, towns, and villages.
　4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.
　4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5: Themes: ID, TCC, SOC, CIV)
　4.5a There were slaves in New York State. People worked to fight against slavery and for change.
　4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.
　4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800's, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)
　4.6a After the Revolution, New Yorkers began to move and settle farther west, using roads many
　　　of which had begun as Native American trails.
　4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.
　4.6c Improved technology such, as the steam engine and the telegraph, made transportation and communication, faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.
　4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.
　4.6e Entrepreneurs and investors associated with New York State have made important contributions to business and technology.
　4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.
　4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.

4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800'S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)

4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

4.7b Beginning in the 1890's, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

CIVIC READINESS

Civic Readiness for All Students K-4

Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

What is Civics? The study of the rights and responsibilities of citizenship.

Who are Civic Ready students?
Student who use civic knowledge, skills and mindsets to make decisions and take actions for themselves, their communities, and the public good.

What is a community?
A community is a social unit (a group of living things) with commonality such as norms, religion, values, customs, or identity.

Communities work together to meet the needs of those who are part of it. There are many kinds of communities you might be part of: your school; your neighborhood; your city or town. Communities can work together to solve problems, make changes, or improve things for everyone. People in a community might have different ideas, look different, or not agree on some things.

Why is Civic education important? People work together in many ways to create a community. You might see people working together in school, in your family or in shops and business such as a restaurant or a grocery store. Each of us contribute to our communities. Civics education highlights these connections between ourselves and other people. It is through these connections that we can make a difference in our local, national and international communities. One of the big reasons we have Social Studies in schools is to make sure that you are civic ready and an actively engaged participant in the life of your communities. Civics education helps everyone to work together to create positive change while respecting what makes us each unique.

Civic Readiness is:

CIVIC KNOWLEDGE
- Knowledge of our government and how it is organized.
- Grade appropriate understanding of geography, culture, law, and current events.
- Age appropriate understanding within our democratic system
- Rights guaranteed by the U.S. Constitution and Constitution of the State of New York.

CIVIC SKILLS & ACTIONS
- Demonstrate kindness to others.
- Participate in important discussions in your school, community, and family.
- Research news stories to find out more.
- Engage in classroom debates - respectfully disagreeing with other viewpoints and provide evidence for a counterargument.

CIVIC MINDSETS
- Being different is okay.
- Thinking about the future, my own and others is important.
- Treat others how you would like to be treated.
- Actively participate with others respectfully.
- Making choices while considering those around us.

CIVIC EXPERIENCES
- Active involvement in a school or community issue that concerns you—trash pickup in the community; ideas for recess and lunch time at school.
- Writing to your town/city or state officials about an issue important to you.
- Watching or reading age appropriate news.
- School or classroom voting.

Civic Knowledge

Examples of fundamental Civic Knowledge include:

- What kind of government do we have in the United States; the structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate;
- Discussing why people vote and having classroom voting;
- Discussion the Bill of Rights and creating a classroom Bill of Rights;
- History, geography, economics, and current events within our country and in our global society; and
- Discussing what makes a community; map out what students community looks like.

Civic Skills & Actions

Examples of Civic Skills & Actions include:

- Discuss and/or participate in activities that focus on a classroom or a community problem and analyze different solutions;
- Recognizing what it is like to be an American - values and beliefs;
- Identify rights and responsibilities in classrooms, schools, and communities; and
- Identify differing philosophies of social and political participation.

Civic Mindsets

Examples of key Civic Mindsets include:

- Valuing equity, inclusivity, diversity, and fairness;
- Recognizing the need to plan for both current needs and the good of future generations;
- Empathy, compassion, and respect for the views of people with other opinions and perspectives;
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems; and
- Discussion on what makes a good community member.

Civic Experiences

Examples of Civic Experiences include:

- Showing respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict;
- Exploring how anyone can create positive change in his or her school, community, or country;
- Participating in school and community governance, ;
- Taking responsibility for improving one's community—locally, in government at all levels, and in the broader world; and
- Identify and help solve problems within ones community.

SCIENCE

The New York State P-12 Science Learning Standards are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students a high-quality science education.

Dimension 1: Science and Engineering Practices Engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. As in all inquiry-based approaches to science teaching, students will engage in the practices and not merely learn about them secondhand (e.g., articles, textbook, video clips, etc.). Students comprehend scientific practices, appreciate the nature of scientific knowledge itself, while directly experiencing those practices for themselves. The eight science and engineering practices mirror the practices of professional scientists and engineers. Use of scientific and engineering practices will strengthen students' skills in these practices while developing students' understanding of the nature of science and engineering. Listed below are the eight science and engineering practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Dimension 2: Disciplinary Core Ideas They are designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically based and coherent view of the natural sciences and engineering, as well as of the ways in which they are pursued and their results can be used.

Dimension 3: Crosscutting Concepts have application across all domains of science. The seven Crosscutting Concepts are meant to give students an organizational structure to understand the world and help students make sense of and connect Core Ideas across disciplines and grade bands. They are not intended as additional content. Listed below are the Crosscutting Concepts from the Framework:
1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

Computer Science and Digital Fluency Learning Standards

NYS ED .gov

Standards at a Glance   Grades 4-6

Impacts of Computing

Subconcept	Standard
Society	**4-6.IC.1** Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices.
	4-6.IC.2 Explain how laws impact the use of computing technologies and digital information.
Ethics	**4-6.IC.3** Explain current events that involve computing technologies.
	4-6.IC.4 Identify public and private digital spaces.
	4-6.IC.5 Explain who has access to data in different digital spaces.
Accessibility	**4-6.IC.6** Explain how computer systems play a role in human decision-making.
Career Paths	**4-6.IC.7** Identify a diverse range of role models in computer science.

Computational Thinking

Subconcept	Standard
Modeling and Simulation	**4-6.CT.1** Develop a computational model of a system that shows changes in output when there are changes in inputs.
Data Analysis and Visualization	**4-6.CT.2** Collect digital data related to a real-life question or need.
	4-6.CT.3 Visualize a simple data set in order to highlight relationships and persuade an audience.
Abstraction and Decomposition	**4-6.CT.4** Decompose a problem into smaller named tasks, some of which can themselves be decomposed into smaller steps.
	4-6.CT.5 Identify and name a task within a problem that gets performed multiple times while solving that problem, but with slightly different concrete details each time.
Algorithms and Programming	**4-6.CT.6** Compare two or more algorithms and discuss the advantages and disadvantages of each for a specific task.
	4-6.CT.7 Identify pieces of information that might change as a program or process runs.
	4-6.CT.8 Develop algorithms or programs that use repetition and conditionals for creative expression or to solve a problem.
	4-6.CT.9 Explain each step of an algorithm or program that includes repetition and conditionals for the purposes of debugging.
	4-6.CT.10 Describe the steps taken and choices made to design and develop a solution using an iterative design process.

NYS K-12 Computer Science and Digital Fluency Learning Standards   1

Standards at a Glance — Grades 4-6

Networks & System Design

Subconcept	Standard
Hardware and Software	**4-6.NSD.1** Propose improvements to the design of a computing technology based on an analysis of user interactions with that technology.
	4-6.NSD.2 Model how computer hardware and software work together as a system to accomplish tasks.
	4-6.NSD.3 Determine potential solutions to solve hardware and software problems using common troubleshooting strategies.
Networks and the Internet	**4-6.NSD.4** Model how data is structured to transmit through a network.
	4-6.NSD.5 Describe that data can be stored locally or remotely in a network.

Cybersecurity

Subconcept	Standard
Risks	**4-6.CY.1** Explain why different types of information might need to be protected.
Safeguards	**4-6.CY.2** Describe common safeguards for protecting personal information.
	4-6.CY.3 Describe trade-offs between allowing information to be public and keeping information private and secure.
	4-6.CY.4 Model and explain the purpose of simple cryptographic methods.
Response	**4-6.CY.5** Explain suspicious activity of applications and devices.

Digital Literacy

Subconcept	Standard
Digital Use	**4-6.DL.1** Type on a keyboard while demonstrating proper keyboarding technique.
	4-6.DL.2 Select appropriate digital tools to communicate and collaborate while learning with others.
	4-6.DL.3 Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals.
	4-6.DL.4 Use a variety of digital tools and resources to create and revise digital artifacts.
	4-6.DL.5 Identify common features of digital technologies.
Digital Citizenship	**4-6.DL.6** Describe persistence of digital information and explain how actions in online spaces can have consequences.
	4-6.DL.7 Identify and describe actions in online spaces that could potentially be unsafe or harmful.

NYS K-12 Computer Science and Digital Fluency Learning Standards 2

Additional Internet Resources

William Floyd School District:
www.wfsd.k12.ny.us
Step 1: Go to Students
Step 2: Go to Additional Student Resources

New York State Education Department:
www.nysed.gov

Regional Bilingual Education Resource Network:
www.rbern.org

Sample Grade 4 Report Card

William Floyd Union Free School District of the Mastics-Moriches-Shirley

Student Progress Report
Grade 4
20___ / 20___

Student#_____
Student _____
Teacher_____
School_____
Principal_____

ATTENDANCE

	T1	T2	T3
Days Absent			
Days Tardy			

	T1	T2	T3
SUPPLEMENTAL INSTRUCTION			

KEY TO PERFORMANCE LEVELS

E	Exceeds Grade Level Expectations
M	Meets Grade Level Expectations
AP	Approaching Grade Level Expectations
BL	Below Grade Level Expectations

APPROXIMATE GRADE LEVEL TEXT

Grade	T1	T2	T3
3	M/N	N/O	O/P
4	Q/R	Q/R	S
5	S/T	T/U	U/V
6	U/V	U/V	V

READING

	T1	T2	T3
Reads text with accuracy, fluency, and expression			
Reads and comprehends grade appropriate text: Literal (story elements, sequencing of events); Inferential (main idea, figurative language)			
Uses evidence from the text to support written responses.			
Actively engaged			

WRITING

	T1	T2	T3
Uses writing process: planning, drafting, revising, editing and/or publishing			
Expresses ideas in an organized manner			
Varies sentences in both structure and vocabulary			
Uses proper conventions: capitals, punctuation, grammar, paragraphing, and spelling			

SPEAKING AND LISTENING

	T1	T2	T3
Listens and responds to collaborative communication appropriately: prepared for discussion, attentive to speaker, follows rules of discussion			
Speaks in complete sentences: provides details to support thinking, responds to questions, asks questions			

MATHEMATICS

	T1	T2	T3
Demonstrates an understanding of grade level concepts			
Applies strategies to solve problems			
Knows basic facts and performs calculations with accuracy			
Actively engaged			

SOCIAL STUDIES

	T1	T2	T3
Demonstrates an understanding of content and concepts			
Understands subject related vocabulary			
Actively engaged			

SCIENCE

	T1	T2	T3
Demonstrates an understanding of content and concepts			
Understands subject related vocabulary			
Demonstrates appropriate use of applications, tools, and equipment			
Actively engaged			

KEY TO LIFE LONG LEARING HABITS

M	Meets Grade Level Expectations
AP	Approaching Grade Level Expectations
BL	Below Grade Level Expectations

LIFE LONG LEARNING HABITS: Academic Development

	T1	T2	T3
Completes homework			
Follows multi step directions			
Demonstrates organization skills			
Completes tasks independently			
Write neatly and legibly			
Uses class time productively			
Follows classroom and school rules consistently			

LIFE LONG LEARNING HABITS: SOCIAL DEVELOPMENT

	T1	T2	T3
Demonstrates courtesy and respect for others throughout the school community			
Demonstrates self-discipline			
Accepts responsibility			
Works effectively within a group			

1st TRIMESTER COMMENTS

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2nd TRIMESTER COMMENTS

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3rd TRIMESTER COMMENTS

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Every Student Succeeds Act

5 Things every parent should know about New York State's plan for the Every Student Succeeds Act

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

What is ESSA?	The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools. In September 2017, New York State submitted its plan for the approximately $1.6 billion New York receives annually under ESSA.
Why does it matter?	New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for *all* students.
What do parents need to know?	Below are highlights of important elements for parents and families in the plan. We encourage you to visit the New York State Education Department's ESSA website to learn more about the plan.

1 New York State values a well-rounded education for all.

Parents and families should know how their child's school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators:

For all schools	For high schools
• English language arts • Math • Science • Progress in learning English (for those who don't speak it) • Chronic absenteeism (absent 18+ days, with exceptions)	• Social studies • Graduation rate • College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

Future indicators:

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)
- "Learning environment" indicators (e.g., class size, access to arts classes)

2 New York State wants to reduce testing time and improve the testing experience.

Tests in grades 3-8 English and math will be reduced to two days each in 2018.

The state will try new ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.

New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students' native language.

3 New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.

The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.

New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4 New York State is counting on parents for additional help when their child's school is identified for improvement.

If your child's school is identified as low-performing …

… then it will have to ask parents, teachers, and students how they think the school can do better …

… and you will have a say in how your school spends part of the federal money it receives to improve.

5 New York State will provide parents with a more complete picture of their child's school.

New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.

The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.

Parents will know how much each school is spending per student through the new reports.

Districts, schools, and the New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

PARENTS RIGHT-TO-KNOW ESSA

1006(e) "(e) PARENTS RIGHT-TO-KNOW— "(1) INFORMATION FOR PARENTS.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: "(i) Whether the student's teacher— "(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; "(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and "(III) is teaching in the field of discipline of the certification of the teacher. "(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

"(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student— "(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and "(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

"(2) TESTING TRANSPARENCY.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

"(3) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency' website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including— "(i) the subject matter assessed; "(ii) the purpose for which the assessment is designed and used; "(iii) the source of the requirement for the assessment; and "(iv) where such information is available— "(I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and "(II) the time and format for disseminating results. '

"(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

"(3) LANGUAGE INSTRUCTION.—

"(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of— "(i) the
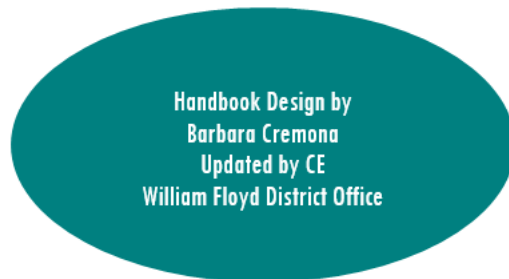
reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program; "(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; "(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; "(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; "(v) how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; "(vi) the specific exit requirements of the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four year adjusted cohort graduation rates and ex17 tended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; "(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section "(viii) information pertaining to parental rights that includes written guidance— "(I) detailing the right that parents have to have their child immediately removed from such program upon their request; "(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and "(III) assisting parents in selecting among various programs and methods of instruction, if more than program or method is offered by the eligible entity.

"(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

"(C) PARENTAL PARTICIPATION.— "(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of english learners to inform the parents regarding how the parents can— "(I) be involved in the education of their children; and "(II) be active participants in assisting their children to— "(aa) attain English proficiency; "(bb) achieve at high levels within a well-rounded education; and "(cc) meet the challenging State academic standards expected of all students. "(ii) REGULAR MEETINGS. — Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

"(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language minority status. "(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand."

2022-2023

Handbook Design by
Barbara Cremona
Updated by CE
William Floyd District Office

William Floyd School District