



# FIRST PRESBYTERIAN CHRISTIAN SCHOOL

WHERE CHILDREN LEARN TO LOVE & LOVE TO LEARN

## Report Card Handbook

K-6

October, 2020



# Standards-Based Report Card

The report card at First Presbyterian Christian School is aligned with Common Core Learning Standards. As a parent, you will find:

1. Category titles and descriptors reflecting the Common Core State Standards.
2. Performance level marks reflecting student progress towards State Standards (4-1 scale).
3. Social Development and Work Habits that are necessary skills for a student to be a successful learner.

## Standards-Based Report Cards

A standards-based report card will provide an indication of how well a student is progressing toward mastery of grade level standards. Parents will receive more accurate information based on cumulative student progress throughout the marking period. This allows for careful and precise monitoring of student achievement. Report cards reflect grade level standards and expectations so parents can gain a complete view of how their student is progressing.

A standards-based report card's rubric approach (4,3,2,1) provides information about the student achievement without the need for letter grades. Letter grades do not always show a student's performance towards state and school expectations.

The expectations change from one marking period to the next as students move towards the end of grade-level expectations. What does this mean? A student may meet grade-level expectations during the first marking period, but as expectations increase, the student may not demonstrate the same level of proficiency during the next marking period. This means they may earn a "3" in the first marking period, and a "2" during the second marking period as they have not shown improvement and moved towards end of the year grade-level expectations.

Progress reports and report cards are aligned to the Common Core State Standards. CCSS are put in to place to prepare students to succeed in a global economy/society, prepare them to apply knowledge and problem solve, and to provide consistent focus on high level skills in reading, writing, language, math, and speaking.

## Glossary of Terms

**Assessment** – Ongoing process by which teachers gather data to determine a student's progress relative to a standard.

**Formative Assessment** - ongoing information about a student's progress in learning. Examples include homework, quizzes, conferencing, logs and journals, drafts, and anecdotal observations.

**Summative Assessment** – end of unit information determining what students have learned. Examples include performance tasks, tests, projects, final writing piece, etc.

**Benchmark** – A learning goal or target for a particular time in an academic year

**Common Core Standards** – These standards provide a national consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to real world, reflecting the knowledge and skills our students will need to prepare for the jobs of the future.

**Mastery** – A student has met or exceeded targets for a given learning goal in a content area or grade level

**Performance Task** – End of unit application of skills

**Standard/Learning Objective** – A statement that names the skill or concept that a student should know and be able to achieve at each grade level.

## Guide to the Marking System

Academic Indicators	Descriptor	Explanation	What this looks like in the classroom
4	<u><i>Exceeding</i></u> grade level standards	<i>A student consistently performing at Level 4 is one who independently demonstrates extensions of his/her knowledge. Students at this level are able to find connections and integrate areas of study.</i>	<ul style="list-style-type: none"> <li>• <i>Student performance is characterized by extending what is taught.</i></li> <li>• <i>Application of skills and concepts is demonstrated with consistent accuracy and independence with a high level of quality and depth of understanding.</i></li> </ul>
3	<u><i>Meeting</i></u> grade level learning standards	<i>Level 3 represents those students who are independently able to meet the standards. Students who are performing at Level 3 understand and use concepts, vocabulary, and skills independently. These students understand not just the “what,” but can correctly explain and demonstrate the “how” and “why.”</i>	<ul style="list-style-type: none"> <li>• <i>Student performance is characterized by consistent mastery of grade level standards.</i></li> <li>• <i>The student understands and applies concepts and skills with minimal errors and support.</i></li> </ul>
2	<u><i>Progressing toward</i></u> grade level learning standards.	<i>A student at Level 2 has the ability to demonstrate some understanding. A Level 2 student can correctly identify some concepts, vocabulary, and skills. Level 2 students do not make connections</i>	<ul style="list-style-type: none"> <li>• <i>Student is developing skills with some application within the grade level range.</i></li> <li>• <i>Further practice of skills is needed to meet grade level standards. Student may need additional support.</i></li> </ul>

		<i>among ideas or demonstrate their learning without support.</i>	
<i>1</i>	<i><u>Not meeting</u> grade level learning standards</i>	<i>Students at a Level 1 are beginning to identify concepts, vocabulary, and use skills. They are not able to make connections among ideas or extend their information.</i>	<ul style="list-style-type: none"> <li>• <i>Student shows very little performance consistency with accuracy and quality.</i></li> <li>• <i>Student needs academic support and guidance for understanding and demonstration of skills and concepts.</i></li> <li>• <i>Student requires additional time and practice for grade level standards to develop.</i></li> </ul>
<i>NA</i>	<i>This skill was not assessed during this marking period.</i>		

At this time, the report card at First Presbyterian Christian School is aligned to the Common Core State Standards. We have worked to simplify it while keeping the same grade level expectations. Below you will find an explanation of each grade level standard strand and how those strands are broken down into specific expectations.

## Kindergarten

### *Reading: Foundational Skills*

## Rubric for Kindergarten Reading Goals

<b>Report Card Score</b>	<b>DRA</b> End of the year goal: 6	<b>Uppercase Letter Names</b> End of the year goal: 26	<b>Lowercase Letter Names</b> End of the year goal: 26	<b>Lowercase Sounds</b> End of the year goal: 26	<b>Kindergarten Sight Words, Reading</b> End of the year goal: 70	<b>Kindergarten Core Words, Writing</b> End of the year goal: 30
<b>1</b>	CAP	0-15	0-15	0-15	0-29	0-10
<b>2</b>	1-5 DRA	16-22	16-22	16-22	30-49	11-20
<b>3</b>	6	23-26	23-26	23-26	50-70	21-30
<b>4</b>	7+			27+	71+	31+

*A student in kindergarten will:*

- ✓ *Understand basic concepts of print*
- ✓ *Recognize and name all uppercase and lowercase letters*
- ✓ *Demonstrate knowledge of the sound of each letter*
- ✓ *Recognize and write his/her own first and last name*
- ✓ *Know and apply grade-level phonics and word analysis in decoding words*
- ✓ *Demonstrate understanding of spoken words, syllables, and sounds*
- ✓ *Read grade level sight words*
- ✓ *With support, read and comprehend text*
- ✓ *With support, retell familiar stories including key details*
- ✓ *With prompting, identify characters, settings, and major events in the story*
- ✓ *Recognize common types of texts*
- ✓ *With prompting, ask and answer questions about a text*
- ✓ *With prompting and support, name the author and illustrator of a text and define the role of each*
- ✓ *With prompting and support, compare similarities and differences between two texts*

### *Speaking and Listening*

*A student will:*

- ✓ *Participate in collaborative conversations with diverse partners about first grade topics and texts.*
- ✓ *Speak audibly and express ideas clearly.*
- ✓ *Ask and answer questions to seek help, get information, or clarify*

### ***Handwriting***

*A student will:*

- ✓ *Hold writing utensil in appropriate position*
- ✓ *Form all upper and lowercase letters correctly*


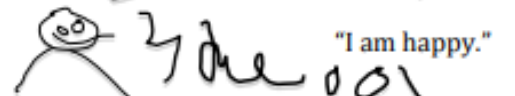

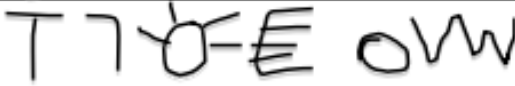



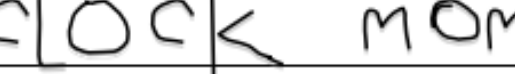
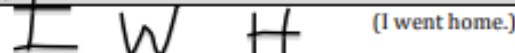

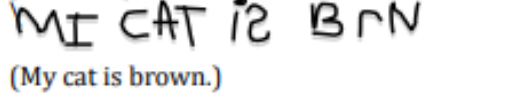
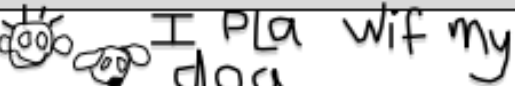
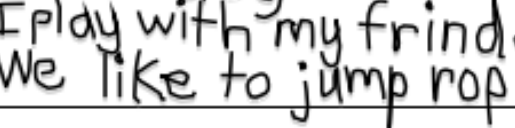
### ***Writing***

*A student will:*

- ✓ *Use a combination of drawing and writing to compose opinion, informative, explanatory, and narrative pieces (please reference the graphic organizer below, labeled "Developmental Stages of Writing.")*
- ✓ *Participate in shared research and writing projects*
- ✓ *Capitalize the beginning of sentences and the pronoun "I"*



## Developmental Stages of Writing

Pre-Literate	
<b>Stage Description</b>	<b>Sample</b>
<b>Scribble Stage</b> - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
<b>Symbolic Stage</b> - starting point any place on page, pictures or random strokes/marks with an intended message	
<b>Directional Scribble</b> - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
<b>Symbolic/Mock Letters</b> - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	
Emergent	
<b>Strings of Letters</b> - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
<b>Groups of letters</b> -groupings of letters with spaces in between to resemble words	
<b>Labeling pictures</b> - matching beginning sounds with the letter to label a picture	
<b>Environmental Print</b> - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	
Transitional	
<b>Letter/Word Representation</b> -uses first letter sound of word to represent entire word, uses letter sound relationships	
<b>First/Last Letter Representation</b> - word represented by first and last letter sound	
<b>Medial Letter Sounds</b> - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	
Fluent	
<b>Beginning Phrase Writing</b> - using all of the above skills to construct phrases that convey a message connected to their illustration	
<b>Sentence Writing</b> - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
<b>Six Traits of Writing</b> - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

## **Math**

*Math is broken down into 4 categories, these include: Number Operations and Base Ten, Counting and Cardinality, Geometry, Measurement and Data, and Operations and Algebraic Thinking. Students will be taught and assessed using grade level appropriate curriculum in each of these areas.*

### *Counting and Cardinality:*

- *Count to 100 by ones and by tens*
- *Count forward from a given number within a known sequence*
- *Write numbers from 0-20*
- *Understand the relationship between numbers and quantities*
- *Count to answer "how many" questions for up to 20 objects*
- *Compare groups of objects using greater than, less than, or equal to*
- *Compare two written numbers between 1 and 10 presented as written numerals*

### *Operations and Algebraic Thinking:*

- *Represent addition and subtraction with objects and fingers*
- *Solve addition and subtraction word problems, within 10, represent with objects and drawings*
- *Decompose numbers less than or equal to 10 into pairs in more than one way and record using a drawing or equation*
- *For any number 1-9, find the number that makes 10 when added to the number*
- *Fluently add and subtract within 5*

### *Geometry:*

- *Identify and describe shapes (squares, rectangles, circles, triangles, hexagons, cubes, cones, cylinders, and spheres)*
- *Describe relative positions of objects using terms such as above, below, behind, next to ...*
- *Identify shapes as two dimensional (flat) or three dimensional (solid)*
- *Analyze and compare two and three dimensional in different sizes and orientations*
- *Model shapes in the world by building shapes from components and by drawing*
- *Compose/combine simple shapes to form larger shapes*

### *Measurement and Data:*

- *Describe measurable attributes of objects, such as length or weight. Compare the attributes of two objects*
- *Classify objects and count the number of objects in each category*

### *Number Operations and Base Ten:*

- *Compose and decompose numbers from 11 to 19 into 10 ones and some ones using a drawing or an equation*

## **First Grade**

### ***Reading: Foundational Skills***

*A student will:*

- ✓ *Identify all capital and lowercase letters*
- ✓ *Identify sounds of all letters*
- ✓ *Understand basic concepts of print*
- ✓ *Demonstrate understanding of spoken words, syllables, and sounds*
- ✓ *Know and apply grade level phonics in decoding words*
- ✓ *Read with sufficient accuracy and fluency to support comprehension*

### ***Reading: Literature***

*A student will:*

- ✓ *With limited support, read and comprehend text at end of the year level*
- ✓ *With limited support, read and comprehend text at current DRA reading level*
- ✓ *Retell stories, including key details and central message or lesson.*
- ✓ *Describe characters, settings, and major events in a story using key details.*
- ✓ *Identify who is telling the story at various points in the text.*
- ✓ *Compare and contrast the adventures and experiences of characters in stories*

### ***Reading: Informational Text***

*A student will:*

- ✓ *Ask and answer questions about key details in the text*
- ✓ *Identify the main topic and retell key details of a text*
- ✓ *Know and use various text features (heading, table of contents, etc) to locate key factors or information in a text.*
- ✓ *Describe the connection, similarities and differences between two events, ideas, or pieces of information, or pieces of text.*

### ***Speaking and Listening***

*A student will:*

- ✓ *Participate in collaborative conversations with diverse partners about first grade topics and texts.*
- ✓ *Speak audibly and express ideas clearly.*

### ***Language***

*A student will:*

- ✓ *Will use correct grade level appropriate grammar, vocabulary, and spelling words.*
- ✓ *Determine the meaning of grade level appropriate words using strategies taught.*

### ***Writing***

*A student will:*

- ✓ Write to a prompt in each of the following three genres: opinion, narrative, and informative.
- ✓ Participate in shared writing activities
- ✓ Use grade level capitalization and punctuation

## **Math**

*Math is broken down into 4 categories, these include: Number and Operations in Base Ten, Geometry, Measurement and Data, and Operations and Algebraic Thinking. Students will be taught and assessed using grade level appropriate curriculum in each of these areas.*

*In first grade some examples of Number and Operations in Base Ten would include counting, reading, and writing numbers, extending a number pattern, understanding place value including the ones and tens place, comparing two digit numbers (which is greater than or less than), and finding ten more or ten less.*

*When studying geometry, students in first grade will work on identifying the attributes of different shapes and looking at 2D vs 3D shapes.*

*For Measurement and Data, first graders will order objects by length, write the length of an object as a whole number and identify the units, tell time in hours and half hours, and learn how to organize, represent, and interpret data on a graph or chart.*

*Finally, for Operations and Algebraic Thinking, students will solve addition and subtraction word problems, and determine the unknown number in addition and subtraction equations.*

## **Second Grade**

### ***Reading: Foundational Skills***

*A student will:*

- ✓ *Know and apply grade level phonics in decoding words*
- ✓ *Read irregularly spelled words*
- ✓ *Read grade level core words*
- ✓ *Read with sufficient accuracy and fluency to support comprehension*

### ***Reading: Literature***

*A student will:*

- ✓ *Retell stories including key details and central message or lesson*
- ✓ *Ask and answer questions: who, what, where, when, why, and how to demonstrate understanding of key details*
- ✓ *Describe how characters respond to major events and acknowledge point of view*
- ✓ *Compare and contrast two or more versions of the same story*

### ***Reading: Informational Text***

*A student will:*

- ✓ *Ask and answer questions about key details in the text*
- ✓ *Identify the main topic and retell key details of a text*
- ✓ *Know and use various text features (heading, table of contents, etc) to locate key factors or information in a text.*
- ✓ *Describe the connection, similarities and differences between two events, ideas, or pieces of information, or pieces of text.*

### ***Speaking and Listening***

*A student will:*

- ✓ *Participate in collaborative conversations with diverse partners about second grade topics and texts.*
- ✓ *Speak audibly and express thoughts, feelings, and ideas clearly.*

### ***Language***

*A student will:*

- ✓ *Demonstrate command of correct grade level appropriate grammar, vocabulary, and spelling words.*
- ✓ *Determine or clarify the meaning of unknown and multiple meaning words choosing from an array of strategies*
- ✓ *Demonstrate understanding of word relationships and nuances in word meanings*

### ***Writing***

*A student will:*

- ✓ *Write to a prompt in each of the following three genres: opinion, narrative, and informative.*

- ✓ *Participate in shared research and writing activities*
- ✓ *Use grade level structure, development, and language conventions*
- ✓ *Spell grade level words correctly*
- ✓ *Use conventional spelling for words with grade level spelling patterns*

## **Math**

*Math is broken down into 4 categories, these include: Number and Operations in Base Ten, Geometry, Measurement and Data, and Operations and Algebraic Thinking. Students will be taught and assessed using grade level appropriate curriculum in each of these areas. Each grade builds off of what was learned in the previous grade so spiral review is critical as new skills are being taught.*

*In second grade some examples of Number and Operations in Base Ten would include read, write, and count numbers into the thousands. Compare two, three-digit numbers (greater than, less than). Fluently add up to four, two-digit numbers, add and subtract three-digit numbers.*

*When studying geometry, students in second grade will continue to work on identifying the attributes of different shapes and looking at 2D vs 3D shapes as well as breaking squares and circles into equal parts.*

*For Measurement and Data, second graders will measure length using appropriate tools and determine the difference in length between two objects. Students will also tell time to the nearest five minutes, using AM and PM. Second graders will solve word problems involving dollar bills and coins as well as draw picture graphs and bar graphs to represent data.*

*Finally, for Operations and Algebraic Thinking, second graders will solve addition and subtraction problems, add to find the number of objects in arrays, and determine if a group of objects has an odd or even number of members.*

## **Third Grade**

### ***Reading: Foundational Skills***

*A student will:*

- ✓ *Know and apply grade level phonics and word analysis skills in decoding words*
- ✓ *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*
- ✓ *Identify and know the meaning of the most common prefixes and derivational suffixes*
- ✓ *Read grade level appropriate irregularly spelled words*

### ***Reading: Literature***

*A student will:*

- ✓ *Read grade level text (end of year level) with sufficient accuracy and fluency to support comprehension*
- ✓ *Ask and answer questions to demonstrate understanding of a text, citing the text as the basis for answers.*
- ✓ *Recount stories, explaining the important information, the central message, lesson, or moral using key details.*
- ✓ *Describe in depth, a character, setting, details, or event in a story citing specific text details.*
- ✓ *Determine the meaning of words and phrases as they are used in a text.*
- ✓ *Refer to parts of stories, drama, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza.*
- ✓ *Distinguish their own point of view from that of the narrator or those of the characters.*
- ✓ *Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.*
- ✓ *Compare and contrast themes, setting, and plots of stories written by the same author about the same or similar characters.*

### ***Reading: Informational Text***

*A student will:*

- ✓ *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers*
- ✓ *Determine the main idea of a text and explain how it is supported by key details; summarize the text*
- ✓ *Use text features and search tools such as key words, side bars, and table of contents to locate information relevant to a given topic efficiently.*
- ✓ *Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 3 topic or subject area.*
- ✓ *Distinguish their own point of view from that of the author of a text*
- ✓ *Describe the logical connection between particular sentences and paragraphs in a text.*
- ✓ *Compare and contrast the most important points and key details presented in two texts on the same topic.*
- ✓ *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band.*

### ***Speaking and Listening***

*A student will:*

- ✓ *Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly*
- ✓ *Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*
- ✓ *Ask and answer questions about information from a speaker*
- ✓ *Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.*
- ✓ *Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate*
- ✓ *Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification*

### ***Language: Conventions and Vocabulary***

*A student will:*

- ✓ *Demonstrate command of correct grade level appropriate grammar, vocabulary, and spelling words.*
- ✓ *Determine or clarify the meaning of unknown and multiple meaning words choosing from an array of strategies*
- ✓ *Demonstrate understanding of word relationships and nuances in word meanings*

### ***Writing***

*A student will:*

- ✓ *Write to a prompt in each of the following three genres: opinion, narrative, and informative.*
- ✓ *Conduct short research projects that build knowledge about a topic*
- ✓ *Plan, revise, and edit to develop writing*
- ✓ *Editing for conventions should demonstrate command of grade level language standards*
- ✓ *With guidance and support from adults, use technology to produce and publish writing*
- ✓ *Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.*
- ✓ *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

*Third Graders will also be given a writing assessment. A student's written structure, development and use of grade level language conventions will be assessed.*

### ***Math***

*Math is broken down into 5 categories, these include: Number and Operations in Base Ten, Number and Operations in Fractions, Geometry, Measurement and Data, and Operations and Algebraic Thinking. Students will be taught and assessed using grade level appropriate curriculum in each of these areas. Each grade builds off of what was learned in the previous grade so spiral review is critical as new skills are being taught.*

*In third grade some examples of Number and Operations in Base Ten would include understanding place value and being able to round to the nearest 10 and 100's place. Students should be able to add and subtract fluently using strategies and algorithms. Third graders should be multiplying one-digit numbers by multiples of 10.*



*When looking at the concept of fractions, students should be able to understand that when looking at  $1/b$ , 1 is a part of a whole broken into  $b$  parts. Third graders should be able to represent a fraction on a number line and explain equivalent fractions.*

*When studying geometry, students in third grade will understand that shapes in different categories may share attributes and that these can define a larger category. Students will look at rhombuses, rectangles, and squares and that they are all examples of quadrilaterals. Third graders will break shapes into parts with equal areas.*

*For Measurement and Data, third graders will be able to tell and write time to the nearest minute as well as measure intervals of time. Students will measure and estimate liquid volumes and masses of objects using metric units of grams, kilograms, and liters. Third graders should be able to draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Then students will use these graphs to answer one and two step problems.*

*Finally, for Operations and Algebraic Thinking, third graders will know their basic multiplication facts through their 12's. They should be able to interpret products of whole numbers as well as whole number quotients. Students should be able to apply properties of operations as strategies to multiply or divide. Third graders should be able to understand division as an unknown factor problem. They are looking at patterns and explaining them based on the properties of operations.*

## Fourth Grade

### ***Reading: Foundational Skills***

*A student will:*

- ✓ *Know and apply grade level phonics and word analysis skills in decoding words*
- ✓ *Read with sufficient accuracy and fluency to support comprehension.*
- ✓ *Use context to confirm or self-correct word recognition and understanding, rereading as necessary*

### ***Reading: Literature***

*A student will:*

- ✓ *By the end of the year, read and comprehend literature, including stories, dramas, and poetry at grade 4-5 text complexity band proficiently.*
- ✓ *Refer to details and examples in text when explaining what the text says explicitly and when drawing inferences.*
- ✓ *Determine a theme of a story, drama, or poem from details in the text, summarize the text*
- ✓ *Describe in depth a character, setting, or event in a story or drama drawing on specific details in text*
- ✓ *Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology*
- ✓ *Explain the major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing about a text*
- ✓ *Compare and contrast the point of view from which different stories are narrated, including the difference between the first- and third-person*
- ✓ *Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text*
- ✓ *Compare and contrast similar themes and topics and patterns of events in different genres and pieces of literature from a variety of cultures.*

### ***Reading: Informational Text***

*A student will:*

- ✓ *Refer to details and examples in text when explaining what the text says explicitly and when drawing inferences*
- ✓ *Determine the main idea of a text and explain how it is supported by key details; summarize the text*
- ✓ *Explain procedures, events, ideas, and concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*
- ✓ *Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area*
- ✓ *Describe the overall structure of events, ideas, and concepts or information in a text or part of a text*
- ✓ *Compare and contrast a firsthand and secondhand account of the same event or topics; describe the differences in focus and the information provided*
- ✓ *Interpret information presented orally, visually, or quantitatively and explain how the information contributes to the understanding of the text.*
- ✓ *Explain how the author uses reasons and evidence to support particular points in the text*
- ✓ *Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably*

- ✓ *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 4-5 text complexity band.*

### ***Speaking and Listening***

*A student will:*

- ✓ *Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly*
- ✓ *Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*
- ✓ *Ask and answer questions about information from a speaker*
- ✓ *Identify the reasons and evidence a speaker provides to support particular points*
- ✓ *Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.*
- ✓ *Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate*
- ✓ *Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.*
- ✓ *Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification*

### ***Language: Conventions and Vocabulary***

*A student will:*

- ✓ *Demonstrate command of correct grade level appropriate grammar, conventions, vocabulary, and spelling words.*
- ✓ *Determine or clarify the meaning of unknown and multiple meaning words choosing from an array of strategies*
- ✓ *Demonstrate understanding of word relationships and nuances in word meanings*

### ***Writing***

*A student will:*

- ✓ *Write to a prompt in each of the following three genres: opinion, narrative, and informative.*
- ✓ *Narratives – develop real or imagined experiences using effective technique descriptive details, and clear event sequences*
- ✓ *Informative/Explanatory - examine a topic and convey ideas and information clearly*
- ✓ *Conduct short research projects that build knowledge through investigation of different aspects of a topic*
- ✓ *Opinion – write an opinion with a supporting point of view giving reasons and information*
- ✓ *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience*
- ✓ *Plan, revise, and edit to develop writing*
- ✓ *Editing for conventions should demonstrate command of grade level language standards*
- ✓ *With guidance and support from adults, use technology, including the internet, to produce and publish writing*

- ✓ Recall relevant information from experiences or gather relevant information from print and digital resources; take notes and categorize information, and provide a list of sources.
- ✓ Draw evidence from literary or informational texts to support analysis, reflection, and research
- ✓ Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

*Fourth Graders will also be given a writing assessment. A student's written structure, development and use of grade level language conventions will be assessed.*

## **Math**

*Math is broken down into 5 categories, these include: Number and Operations in Base Ten, Number and Operations in Fractions, Geometry, Measurement and Data, and Operations and Algebraic Thinking. Students will be taught and assessed using grade level appropriate curriculum in each of these areas. Each grade builds off of what was learned in the previous grade so spiral review is critical as new skills are being taught.*

### *Number and Operations in Base Ten*

- ✓ Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- ✓ Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two-multi-digit numbers using greater than, equals, and less than signs.
- ✓ Use place value to help round a number to any digit
- ✓ Fluently add and subtract multi-digit whole numbers
- ✓ Multiply multi-digit numbers by two-digit number
- ✓ Understand how to use arrays and models to show a math problem

### *Number and Operations – Fractions*

- ✓ Explain and show fraction equivalency
- ✓ Compare fractions with different numerators and different denominators
- ✓ Multiply a fraction by a whole number
- ✓ Use decimal notation for fractions with denominators 10 or 100
- ✓ Compare two decimals to hundredths by reasoning about their size

### *Operations and Algebraic Thinking*

- ✓ Interpret a multiplication equation as a comparison
- ✓ Multiply or divide to solve word problems involving multiplicative comparisons
- ✓ Solve multistep word problems with whole numbers using all four operations. Some problems may include a remainder that has to be interpreted.
- ✓ Find all factor pairs for a whole number in the range of 1-100. Recognize that a whole number is a multiple of each of its factors
- ✓ Determine whether a given whole number is prime or composite
- ✓ Generate a number or shape that follows a given rule. Identify apparent features of the patterns that were not explicit in the rule itself

### *Measurement and Data*

- ✓ *Know relative sizes of measurement units within one system of units including km, m, cm, g, ml, hr, min, sec. Students will be able to convert from one measurement to another.*
- ✓ *Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems using simple fractions or decimals.*
- ✓ *Apply the area and perimeter formulas for rectangles in real world and mathematical problems.*
- ✓ *Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information represented in line plots*
- ✓ *Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint, and understand concepts of angle measurement.*
- ✓ *Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.*
- ✓ *Recognize angle measure as additive. When an angle is decomposed into no-overlapping parts, the angle measure of the whole is the sum of the angle measure of the parts.*

### *Geometry*

- ✓ *Draw points, lines, line segments, rays, angles (right, obtuse, and acute), and perpendicular and parallel lines. Identify these in two-dimensional figures*
- ✓ *Classify two-dimensional figures based on the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.*
- ✓ *Recognize and draw lines of symmetry*

## ***Fifth and Sixth Grade***

*Many of the skills that are introduced in fifth grade are built upon and grown in sixth grade. Below is a list of general standards that students are assessed on in both fifth and sixth grade.*

### ***Reading: Foundational Skills***

- ✓ *Know and apply grade level phonics and word analysis skills in decoding words*
- ✓ *Fluency: Read with sufficient accuracy and fluency to support comprehension*
- ✓ *Use context to confirm or self-correct word recognition and understanding*

### ***Language: Conventions and Vocabulary***

- ✓ *Demonstrate command of the conventions of the English language when writing or speaking*
- ✓ *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing*
- ✓ *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading content using a variety of strategies*
- ✓ *Demonstrate understanding of figurative language, word relationships and nuances in word meanings*
- ✓ *Acquire and use accurately grade-appropriate general academic, and domain specific words and phrases.*
- ✓ *Accurately spell core grade level words*

### ***Reading Literature***

- ✓ *By the end of the year, read and comprehend literature, including stories, dramas, and poetry at grade 4-5 text complexity.*
- ✓ *Quote from a text*
- ✓ *Determine the theme of a piece of literature*
- ✓ *Summarize the text*
- ✓ *Compare and contrast two or more characters, settings, or events in the piece of literature*
- ✓ *Determine meanings of words and phrases based on their context clues*
- ✓ *Explain how chapters, scenes, or stanzas all fit together in a piece of literature*
- ✓ *Describe how point of view influences the tone of the story*

### ***Reading Informational***

- ✓ *Quote accurately from a text when explaining what the text says*
- ✓ *Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text*
- ✓ *Explain the interactions between two or more individuals, events, ideas, or concepts in a piece of informational writing*
- ✓ *Determine the meaning of general academic and domain specific words or phrase in a passage*
- ✓ *Compare multiple accounts of the same event*
- ✓ *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently.*

### ***Speaking and Listening***

- ✓ *Engage effectively in a range of collaborative discussions with diverse partners about grade 5 topics and texts, building on others' ideas and expressing their own clearly.*
- ✓ *Summarize the points a speaker makes*
- ✓ *Report on a topic or text or present an opinion by sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main idea or theme. Speak clearly at an understandable pace.*

### **Writing**

- ✓ *Write narratives to develop real or imagined experiences using effective technique descriptive details, and clear event sequences*
- ✓ *Informative/exploratory - convey ideas and information clearly*
- ✓ *Write opinion pieces on topics or texts supporting a point of view giving reasons and examples*
- ✓ *Produce clear and coherent writing*
- ✓ *With guidance and support from peers and adults, strengthen a piece through editing and revising*
- ✓ *With some guidance from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.*
- ✓ *Be able to type a minimum of two pages in a single sitting*
- ✓ *Conduct short research projects that use several resources to build on your knowledge through investigation.*
- ✓ *Draw evidence from literary or informational texts*

### **Math**

- ✓ *Operations and Algebraic Thinking*
  - *Knowing how to solve an equation following the correct order of operations.*
  - *Write simple expressions that record calculations*
  - *Interpret numerical expressions without evaluating them*
  - *Generate two numerical patterns using two given rules*
  - *Graph ordered pairs*
- ✓ *Number and Operations in Base Ten*
  - *Recognize how multiplying and dividing by powers of 10 can change the value of a number.*
  - *Read, write, and compare decimals to thousands*
  - *Use place value to be able to round decimals to any place*
  - *Fluently multiply multi-digit whole numbers using the standard algorithm*
  - *Add and subtract whole numbers, fractions, and decimals*
- ✓ *Number and Operations – Fractions*
  - *Add and subtract fractions with unlike denominators including mixed numbers*
  - *Finding equivalent fractions*
  - *Solve word problems involving addition and subtraction of fractions*
  - *Use benchmark fractions*
  - *Interpret a fraction*
  - *Solve real world problems involving multiplication of fractions and mixed numbers*
- ✓ *Measurement and Data*
  - *Convert among different-sized standards measurement units within a given measurement system and use these conversions in solving multi-step, real world problems*
  - *Make a line plot to display a data set*
  - *Measure and recognize volume*

✓ *Geometry*

- *Graphing ordered pairs on a coordinate grid system. Use this to solve real world math problems*

## ***All Grade Levels***

### **Science**

Student achievement in science is based on four content learning areas:

- Scientific Inquiry and Processes
- Physical, Life, and Earth/Space Science

### **Social Studies**

Student achievement in social studies is based on four content learning areas:

- Inquiry-based instruction
- History, Civics and Government, Geography, and Economics

### **Specialists Classes**

Students participating in art, music, Physical Education, and Spanish, are graded based on participation, effort, and behavior, as well as ability to work through grade level appropriate tasks.

## **Suggestions for Parents**

- Keep communication open by asking your child about their day at school. Ask specific questions about what they learned.
- Listen and respond to their answers.
- Be aware of their ongoing work – review graded work that is sent home. Look for areas of progress or concerns.
- Read with your child, daily.
- Encourage your child's natural curiosity.
- Maintain open and on-going communication with your child's teacher. Remember to work as a team, the end goal being your child's success.
- Encourage responsibility and organizational habits with homework routines, which can help build strategies that will enable them to be independent learners.



