



# 4<sup>th</sup> GRADE



## GRADE LEVEL EXPECTATIONS

New York State learning standards outline what a student should know and be able to do by the end of the grade level or band. There are also additional skills that a well-rounded student should possess. Listed below are examples of Batavia City Schools' academic expectations for fourth grade students. These should be viewed holistically and are not meant to determine promotion or retention; a student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skills development.

### READING

- Use knowledge of syllable types, word parts (e.g. roots, prefixes, suffixes), and letter-sound correspondence to read unfamiliar multisyllabic words
- Read grade-level text with accuracy, appropriate rate, & expression
- Provide relevant & specific details from texts to support answers, inferences
- Determine a text's theme or main idea & how key details support
- Describe a character, setting, or event using specific details
- Identify text structure (e.g., compare/contrast, cause/effect, sequence) & structural elements (e.g., stanza, meter, settings, dialogue, stage directions)
- Compare/contrast a narrator's point of view, the difference between first-and third-person
- Explain how claims in a text are supported by relevant reasons & evidence
- Explain how charts, graphs, diagrams, illustrations, etc., aid understanding
- Read and understand grade 4 literature and informational texts

### WRITING AND LANGUAGE

- Demonstrate grade-appropriate use of spelling, grammar, usage, mechanics
- Write an argument to support claim(s) using clear reasons, relevant evidence
- Write informative texts to share relevant ideas and information
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequence
- Use transition words (e.g., therefore, for example) to help develop key ideas
- Conduct research to answer questions and to build knowledge
- Take notes and create outlines using appropriate strategies

### VOCABULARY

- Use context clues and knowledge of common Greek and Latin roots, prefixes and suffixes to determine word meaning
- Explain the meaning of simple similes and metaphors in context
- Recognize and explain the meaning of common idioms, adages, and proverbs
- Relate words to their antonyms (opposites) and synonyms (similar meaning)

### LISTENING & SPEAKING

- Engage in collaborative discussions, give oral reports, share information and/ or recount an experience
- Express ideas clearly and build on others' ideas
- Come to discussions prepared, having read or studied required material

## GRADE 4

Grade 4 students in BCSD are screened three times per year for literacy and mathematics to ensure that they are on track for proficiency.

### **Grade 4 Literacy Screening Measures**

- Guided Reading Assessment (GRA) measures oral reading and reading comprehension
- i-Ready Reading a comprehensive assessment and instructional program that tracks development in the following areas:
  - Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension: Literature & Informational Text
- Word Knowledge Assessment measures skills in phonological awareness and phonics (spelling)
- Being a Writer Assessment measures ability to use a combination of drawing, speaking and writing to clearly describe an event

### **Grade 4 Math Screening Measures**

- i-Ready Math a comprehensive assessment and instructional program that tracks development in the following areas:
  - Number and Operations
  - Algebra and Algebraic Thinking
  - Measurement and Data
  - Geometry

If screening results indicate that students are at risk of not achieving proficiency in a certain area, they will receive differentiated instruction in the specific areas in need of reinforcement during a Reading and Math WIN (What-I-Need) time each day.

In addition, grade 4 students' writing is assessed three times per year and they take periodic assessments in math and reading to measure progress toward standards. **Students take State Assessments in English Language Arts and Mathematics.**



Office of Curriculum and Instruction  
Batavia City School District

# GRADE 4



## TIPS FOR PARENTS

- ★ Set aside daily time for reading.
- ★ Children reading on grade level should select chapter books.
- ★ Ask your student questions about the book s/he has chosen.
- ★ Encourage students to select informational books about science, history, art, music, and famous people.
- ★ Building background knowledge supports comprehension.
- ★ Expect students to write daily using strategies they are learning in school.
- ★ Practice analogies (farmer is to plow as doctor is to stethoscope).
- ★ Learn new words every day.
- ★ Practice basic math facts by posing problems to solve mentally; expect a quick response.
- ★ Involve your student in tasks at home that require math like cooking, measuring, building, etc.
- ★ Allow students to make mistakes and problem-solve better solutions.

## MATH

**Grade Level Fluencies:** Add and Subtract within 1,000,000

### **Geometry:**

- Draw, identify lines & angles; classify shapes by properties of lines & angles

### **Operations and Algebraic Thinking:**

- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns

### **Number and Operations in Base Ten:**

- Generalize place value understanding for multi-digit whole numbers
- Perform multi-digit arithmetic using knowledge of place value & operations properties

### **Number and Operations (Fractions):**

- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions
- Understand decimal notation for fractions, and compare decimal fractions

### **Measurement and Data:**

- Solve problems involving measurement and conversion of measurements
- Represent and interpret data
- Geometric measurement: measure and understand concepts of angle

## SCIENCE

- Understand and apply scientific concepts, principles and theories relating to the physical setting, Earth and space science, and the living environment
- Recognize the historical development of ideas: energy, waves; structure, function, & information processing; Earth's water & systems; processes shaping the Earth
- Use scientific equipment to take scientific measurements, including units
- Recognize that objects have properties that can be observed, described, and/or measured (e.g., length, width, volume, size, etc.)
- Make measurements using nonstandard units and standard metric units
- Using scientific inquiry, demonstrate knowledge of scientific process & concepts

## SOCIAL STUDIES

- Develop questions about NYS history, geography, economics and government
- Describe Native American groups living in the region that became NYS
- Describe how human activities change places and regions
- Explore the role of NYS in westward expansion, trade, technology & immigration
- Identify types of political systems used at various times in NYS and US history

## ART

- Make independent decisions guided by Elements/Principles of Art
- Recognize and use art vocabulary to discuss formal qualities (elements and principles) in personal and famous artworks
- Develop technical skills and select materials/tools/media to serve creative intent
- Examine, reflect, interpret artwork, making and explaining inferences
- Explore, explain art/history relationships between different cultures, art movements and artists styles
- "Read" artwork as visual text: identify and infer main idea and supporting details in artwork using art vocabulary to explain

## MUSIC

- General Music at JK Intermediate involves a variety of lessons and activities that focus on the elements and language of music as well as the enjoyment that it brings to everyone.

- Children are taught music like a language by developing a solid listening vocabulary in music first in order to then develop an adequate speaking vocabulary.
- Students will hear the whole language of music, with its wide variety of tonalities, meters, timbres, tempos, and styles.
- Students learn the concepts and language of music through various modes of performance; singing, moving, chanting, playing instruments, music reading, and listening.
- The skills learned prepare students to be meaningful and active participants in various music settings with an understanding of the language of music as their foundation.

**PHYSICAL EDUCATION**

- Demonstrates competency in a variety of motor skills and movement patterns.
- Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibits responsible personal and social behavior that respects self and others.
- Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.
- Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.