

4th Grade Parent Guide Third Nine Weeks

<p>During this nine week period, students will read both informational and literary texts with a focus on author’s point of view and perspective. Students will be able to demonstrate the ability to compare and contrast points of view from which different stories are narrated. Students will also be able to interpret information presented visually, and they will be able to integrate information from two texts on the same topic. Students will begin writing opinion pieces on topics or texts supporting a point of view with reasons and information.</p>	
CCRS Standard	Skills
<p style="text-align: center;">Report Card</p> <p>Compares and contrasts first/second hand accounts of same event or first/third person narration</p> <p style="text-align: center;">CCSR Standard</p> <p>[RL.4.6] Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • compare and contrast point of view between stories • consider the impact of narration (first- or third-person) on a story
<p style="text-align: center;">Report Card</p> <p>Uses text and visual features</p> <p style="text-align: center;">CCSR Standard</p> <p>[RI.4.7] Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • interpret information presented visually • interpret information presented orally • interpret information presented quantitatively • explain how pieces of information contribute to an understanding of the text
<p style="text-align: center;">Report Card</p> <p>Explains author’s point of view in a text</p> <p style="text-align: center;">CCSR Standard</p> <p>[RI.4.8] Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify an author's point(s) • identify the reasons an author gives to support point(s) • identify evidence used to support points
<p style="text-align: center;">Report Card</p> <p>Compares and contrasts similar themes or topics</p> <p>Integrates information from two texts</p> <p style="text-align: center;">CCSR Standard</p> <p>[RI.4.9] Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Students are able to write or speak knowledgeably about a topic by:</p> <ul style="list-style-type: none"> • identifying important points from two texts • identifying key details from two texts • integrating information about a single topic from two texts
Report Card	Students are able to:

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<p>Knows and applies grade-level phonics and word analysis skills in decoding</p> <p style="text-align: center;">CCSR Standard</p> <p>[RF.4.3] Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<ul style="list-style-type: none"> ● apply letter sound correspondences ● apply syllabication patterns ● use knowledge of morphology (e.g. roots and affixes) ● accurately read unfamiliar multisyllabic words in and out of context
<p style="text-align: center;">Report Card</p> <p>Reads text with purpose and understanding at expected grade level</p> <p>Reads text fluently at expected grade level</p> <p>Reads with accuracy at expected grade level</p> <p style="text-align: center;">CCSR Standard</p> <p>[RF.4.4] Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● read with purpose and understanding ● read orally with accuracy ● read orally at an appropriate rate ● read orally with expression ● use context to aid in word recognition ● break text up into meaningful groups of words (phrases) ● recover if they make a mistake (self-correct) ● make appropriate changes in voice, pitch, and expression while reading orally
<p style="text-align: center;">Report Card</p> <p>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.1] Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● identify qualities of opinion pieces ● develop a point of view ● supply reasons, information, facts, and details to support the opinion ● use linking words and phrases to connect opinion and reasons ● write with a predictable structure (introduction with statement of topic and opinion, reasons to support, an organizational structure, to support writer's purpose, and concluding statement or section related to opinion)
<p style="text-align: center;">Report Card</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● produce clear and coherent writing

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<p>Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>Strengthens writing using the writing process</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.4] Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.)</p>	<ul style="list-style-type: none">• analyze a writing task to determine what is required• adapt writing to fulfill a specific purpose• adapt writing to meet the needs of an audience• develop ideas in a way appropriate to task and purpose• organize thoughts in a way appropriate to task and purpose• apply these skills to a variety of types of writing
<p style="text-align: center;">Report Card</p> <p>Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>Strengthens writing using the writing process</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.5] With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4.)</p>	<p>Students are able to:</p> <ul style="list-style-type: none">• use adult and peer guidance and support to strengthen writing• plan writing• revise writing• edit writing• produce writing that is well-developed and strong