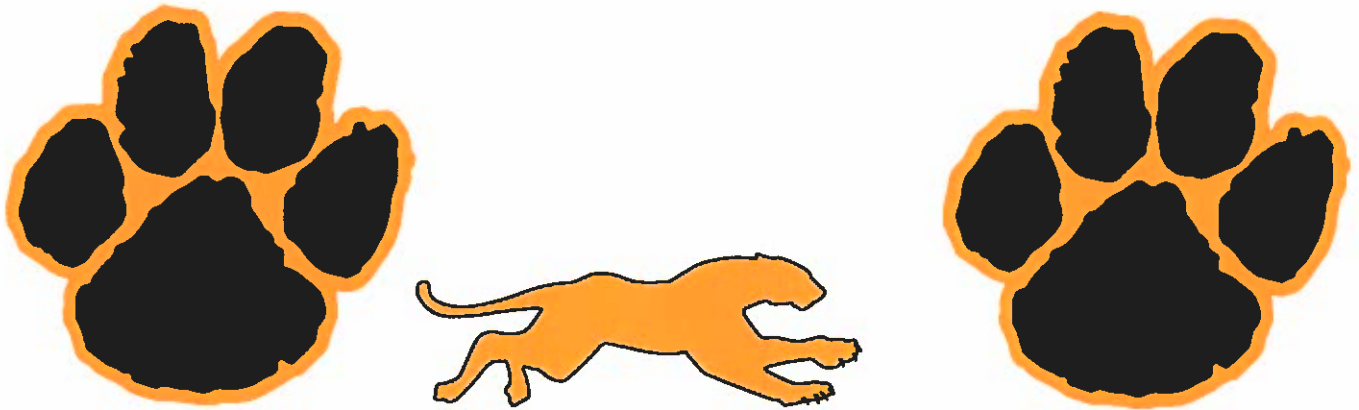




HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT

Manor Intermediate School Fourth Grade Information Open House 2019-20



Fourth Grade Teachers
Tricia Crabbe, Julie George, Ryan Kuhn,
Mike Mariani, Dan Michalski, Michelle Quigley, Kim
Roberts, Michele Vitale, Sue Wall

Principal – Jeanine Lupisella
Assistant Principal – Joelle (Joey) Weaver



Honeoye Falls - Lima

Central School District

Strategic Plan

Our Mission

The mission of Honeoye Falls-Lima School District is to ensure students display the knowledge, skills, and character qualities needed to realize their aspirations and succeed in a rapidly changing world.

Our Vision

Our vision is to be the District of choice for parents, families, students, educators, administrators, staff, and the community at large who believe that education is the foundation for success.

Success will be measured by students who:

- Think critically, creatively, and independently.
- Communicate effectively.
- Solve problems efficiently.
- Lead with passion and integrity.
- Engage in relevant and rigorous curricula.
- Participate in a variety of experiential and extracurricular activities.
- Demonstrate respect and kindness for themselves and others.
- Make their own decisions, and better understand how their decisions impact others.
- Believe in themselves.
- Practice healthy living.
- Embody life-long learning.

Strategic Intents

Student Achievement-

Students of Honeoye Falls-Lima Schools will engage in rigorous and relevant application of:

- Cross-curricular learning
- Skills development in communication and the use of technology in that communication
- Collaboration
- Inquiry / problem solving
- Current technology tools
- Multi-cultural experiences with language study and cultural exploration
- STEaM

Student Engagement

Students in Honeoye Falls-Lima Schools will have experiences in and out of the classroom that are made meaningful and relevant through their connections and relationships with others in the school community. These experiences will nurture responsible and ethical decision-making, and quality character.

Cougar Pride

The School District will provide and foster an inviting school environment in which the Honeoye Falls-Lima community feels pride and ownership.

Safety

FOURTH GRADE CURRICULUM

English Language Arts (ELA) and Math Standards are listed on the following pages. During your child's school day, Social Studies are integrated into ELA. The following Social Studies and Science topics will be explored this year:

Social Studies - Units of Study (Integrated with ELA)

- Geography
- Native American Groups
- Colonial Times and Revolutionary War
- Revolutionary War
- Government: A Call for Change
- Immigration, Industrialization and Westward Movement



Science - Units of Study

- Structure, Function, and Information Processing for plants and Animal Structures
- Earth's Systems
- Energy
- Forces and Motion

Weekly Specials

- Art = 45 minutes per week
- Music = 45 minutes per week
- Physical Education = 45 minutes 3 times per week
- Technology and Library = 45 minutes per week
- Activity Period or Chorus = 45 minutes per week



New York State Test Dates:

- Gr. 4 NYS ELA Test – March 25-26, 2020
- Gr. 4 NYS Math Test – April 21-23, 2020
- Gr. 4 NYS Science Performance Test – May 18- 29, 2020
- Gr. 4 NYS Science Written Test – June 1, 2020

i-Ready Testing Dates for Reading and Math

- Mid – September
- Mid – January
- Mid- May

GRADE 4

READING: LITERATURE

Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 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.

Integration of Knowledge and Ideas

- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.8 (RL.1.8 not applicable to literature)
- RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

- RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.3a 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.

Fluency

- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4a Read grade-level text with purpose and understanding.
- RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

Text Types and Purposes

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.1a 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.
- W.4.1b Provide reasons that are supported by facts and details.
- W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.4.1d Provide a concluding statement or section related to the opinion presented.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2e Provide a concluding statement or section related to the information or explanation presented.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 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 1-3 above.)
- 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 language standards 1-3 up to and including grade 4 here.)
- W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
- W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING: INFORMATIONAL TEXT

Key Ideas and Details

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- 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.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LANGUAGE

Conventions of Standard English

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- L.4.1e Form and use prepositional phrases.
- L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g Correctly use frequently confused words (e.g., to, too, two, there, their)
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2a Use correct capitalization.
- L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3a Choose words and phrases to convey ideas precisely.
- L.4.3b Choose punctuation for effect.
- L.4.3c Differentiate 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

- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autobiography).
- L.4.4c Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SPEAKING AND LISTENING

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1a Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c 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.
- SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

GRADE 4

Operations & Algebraic Thinking

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA.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.

Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA.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.

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Number & Operations in Base 10

4.NBT.1 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.

4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.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.

4.NBT.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.

Geometry

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.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.

Number & Operations - Fractions

4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4.NF.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.

4.NF.6 Use decimal notation for fractions with denominators 10 or 100.

4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement & Data

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

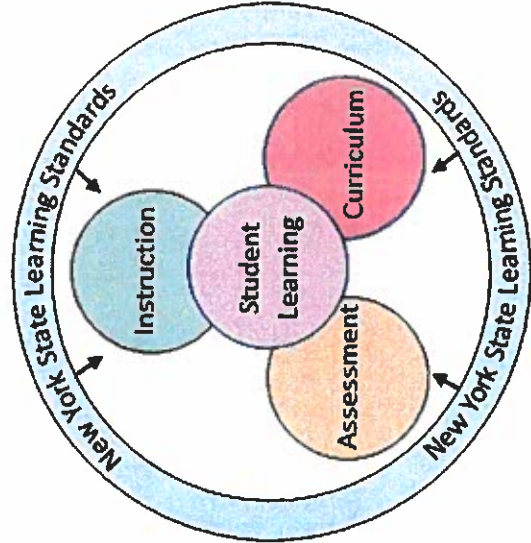
4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.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, e.g., by using an equation with a symbol for the unknown angle measure.

Standards and My Child's Classroom Learning

Student learning is best supported when goals are well defined. The model below shows how key parts of learning work together. The central focus, student learning, depends on curriculum, instruction, and assessment. The learning standards represent the overall knowledge and skills students need to learn by the end of each school year.



<p>Standards "What do we need to learn?"</p>	<p>Standards are:</p> <ul style="list-style-type: none"> • goals for New York State students • organized by subjects and grade levels • the learning intended to be accomplished by the end of a specific school year • approved by the New York State Board of Regents <p><i>Example of a Kindergarten Math Standard: Duplicate and extend simple patterns using concrete objects. Ex: Colored blocks or tiles.</i></p>
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<p>Curriculum "What are we learning?"</p>	<p>Curriculum is:</p> <ul style="list-style-type: none"> • the content, concepts, and skills students will learn to enable them to meet the standards • determined by individual school districts <p><i>Example: locally developed units of study, such as a unit on poetry or multiplication of two-digit numbers.</i></p>
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<p>Instruction "How are we learning?"</p>	<p>Instruction is:</p> <ul style="list-style-type: none"> • the approaches and strategies an educator chooses to teach the curriculum • based on the needs of students • determined by classroom teachers and districts <p><i>Example: small group instruction or cooperative learning</i></p>
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<p>Assessment "What have we learned?" "What should we do next?"</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • are processes used to learn about student progress • guide and inform teaching • are determined by local districts and/or teachers, as well as New York State <p>* New York State administers:</p> <ul style="list-style-type: none"> • ELA and Mathematics Assessments in Grades 3-8 • Science Assessments in Grades 4 & 8 • Regents Examinations • English as a Second Language Achievement Test (NYSESLAT) • Alternate Assessment (NYSAA) <p><i>Example: classroom observation of a student recognizing patterns or analyzing a student's classroom writing sample</i></p>
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What are the Next Generation Learning Standards?

The Next Generation Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics.

Why were the standards revised?

The standards were revised to ensure they are appropriate for students' grade levels and reflect what students should know and be able to do in math and ELA.

When will the Next Generation Standards be implemented?

Full implementation of the NYS Next Generation Learning Standards begins during the 2020-2021 school year for prekindergarten through grade 8. The [implementation timeline](http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline) can be found at <http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline>.

How will the standards be assessed?

While teachers assess standards daily in their classrooms, students will also be assessed on the Next Generation Learning Standards beginning in spring of 2021 on the Grades 3-8 New York State ELA and Mathematics Assessments.

How can I learn more?

You can learn more about the [Next Generation ELA and Mathematics Learning Standards](#) by talking to your child's teacher or visiting www.nysed.gov/next-generation-learning-standards.

Parent Resources Supporting Learning at Home



A Parent's Guide to the New York State Next Generation ELA & Math Learning Standards

[Next Generation Learning Standards in English Language Arts & Mathematics](#)
www.nysed.gov/next-generation-learning-standards

[New York State Parent Teacher Association \(PTA\) Parent Resources](#)
nyspta.org/home/parent-resources/

[Resources for Parents of Students with Disabilities](#)
www.p12.nysed.gov/specialized/quality/parents.htm

[Multilingual Learner/English Language Learner Parent Resources](#)
www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-parent-resources



[New York State Education Department Office of Curriculum & Instruction](#)
www.nysed.gov/curriculum-instruction
Email: EMSCURRIC@nysed.gov
Phone: (518) 474-5922



Manor Intermediate School Homework Policy 2019-20



The mission of Honeoye Falls-Lima School District is to ensure students display the knowledge, skills and character qualities needed to realize their aspirations and succeed in a rapidly changing world.

To meet this goal, the Manor School Staff recognizes the need for students to develop skills and raise the standard of their work. **Fluent reading and math enhances achievement in all areas of learning.** It is important that our students begin to assume responsibility for their learning that extends beyond the classroom.

Homework

English Language Arts – Read independently and/or with a parent and complete weekly ELA/Social Studies homework. Record student reading minutes as prescribed by the teacher.

- 2nd Grade: 75 minutes/week
- 3rd Grade: 100 minutes/week
- 4th Grade: 125 minutes/week
- 5th Grade: 150 minutes/week

Math - Math fact practice and weekly review/corrections.

- **Grade 2 master addition and subtraction (up to 20)**
- **Grade 3 master multiplication and division**
- **Grade 4 and 5 should know all operations fluently**

Occasional homework may include:

- Flipped Classroom – watching a lesson from home
- Work on a project or gather materials for a school project
- Make up work missed or incomplete

Expectations – It takes a team!

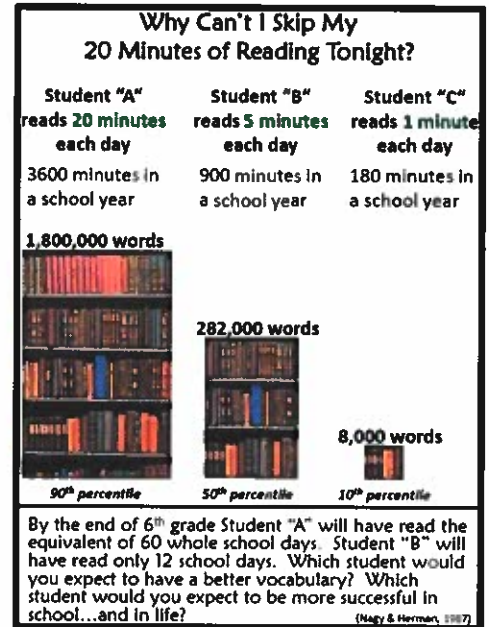
Students are expected to make an effort to complete assignments neatly, carefully and to the best of their ability.

Parents are expected to:

- Establish a schedule and place for their child to complete homework.
- Encourage their child to do homework, but not complete the homework for him/her. Discuss reading and turn math fact practice into games.
- Contact the teacher if their child is consistently unable to complete the homework independently in the recommended time.

Teachers are expected to:

- Communicate homework expectations with students and parents.
- Provide relevant homework assignments that students should be able to complete with limited assistance.
- Give students feedback on homework.



Homework Time Limits
Second Grade – 20 minutes/day
Third Grade – 30 minutes/day
Fourth Grade – 40 minutes/day
Fifth Grade – 50 minutes/day

Our Students Making T.R.A.C.K.S



Character and habit development are critical components of an elementary education. At Manor Intermediate, our students are expected to: always Try, be Respectful, Act responsibly, be Creative, be Kind and be Safe. Together, these traits make our T.R.A.C.K.S. Our students are taught 16 habits that support the understanding, practicing and applying of these traits. Research* shows that when a school environment is positive and predictable, students feel safe, have better academic performance, and classroom engagement and make better behavior choices. When your son/daughter is seen exhibiting these traits in our school, they can be nominated by any of our faculty, staff, parents or students. Our students are nominated on the form below, announced on our Cougar News, and then the form is sent home for you to celebrate, as well.

Kids Catching Kids being "on TRACK"

Student being nominated: _____

Student's teacher: _____

I, _____ (your name), saw you _____







Which supports our TRACKS trait of:

always Try be Respectful Act responsibly

be Creative be Kind be Safe

Research from: Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-side Positive Behavior Support in Elementary Schools. Journal 1

HABITS OF MIND

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you (gather data through all the senses: taste, touch, smell, hearing and sight).</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas; fluency, originality.</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

How do we learn about your child?



Students all take a unique learning path as they work toward or beyond the standards we set at Manor Intermediate School. It is critical for our teachers to know each student well. There are multiple ways to assess a child's learning progress. Within the classroom, observation, classwork, homework, projects, teacher/student conferences, quizzes, rubrics, and student self-reflection or evaluation are examples of how teachers learn about your child. We also monitor student progress over time. Therefore, as a grades 2-5 building, we have selected assessments that are administered to every student a few times a year, every year. Data provides meaningful information used for instructional decision making as well as monitoring student growth. Our school wide assessments are as follows:

i-Ready

i-Ready is a digital assessment used for measuring progress on both NYS reading and mathematics standards. When students log into the assessment, they begin with grade level questions. The assessment automatically adjusts the level of difficulty based on student response, challenging students to stretch as far as they can. Some questions can be difficult when students are responding to those well above grade level. Students take the assessment three times a year, yielding timely results. While measuring instructional levels for learning, the assessments also allow us to monitor growth over time, plan for instruction, and determine individualized learning plans for students to pursue through weekly i-Ready assignments. Each time the assessment is administered, reports are mailed home to parents. Both teachers and parents are encouraged to review the outcomes with our students, encouraging them to take pride in their accomplishments (respond with wonderment and awe) and to set goals for continuous growth.

Writing (Lucy Calkins Units of Study) – All students will participate in writing two narrative, informational, and opinion pieces every year. Teachers spend time analyzing the first writing piece of each, based on a four-level rubric, to direct their teaching. They guide students to take ownership for their writing, setting goals for continuous improvement. The second assessments are used to monitor progress over time.

Common Assessments

Teachers have worked hard to create common assessments for each unit of instruction. These make take the form of a written test, a performance task, or a project. Typically, they help us assess how much students learned at the end of a unit. Occasionally, preassessments will also be administered to determine where students are at the beginning of a unit, enabling teachers to adjust their instruction accordingly.

NYS Assessments for ELA/Math and Science

New York State assessments are administered to students in grades 3-8, annually, in the spring for both ELA and math. The science assessment is given in grades 4 and 8. Students are required to take these assessments.

What do we do when students need help or enrichment?

Based on combined student assessment results and teacher input, we determine which students are eligible for intervention and enrichment. Students engage in learning opportunities to address targeted goals during our Enrichment/Intervention blocks or “power hour” four times a week for 30 minutes. Our reading and math specialists provide supports to grade levels at this time. Their groups remain fluid throughout the year through regular progress monitoring. If students do not make progress, a Response to Intervention system is implemented. We are able to provide these services, partially because we qualify to be a Title I school.

What is Title I?

- K-12 program that provides additional academic support for students
- It is intended to help ensure that all students meet State academic standards
- We receive a small amount of grant money that helps pay the salaries of reading teachers and the Manor School math specialists.
- School analyzes assessment results (described on previous page) and uses this for decision-making

Goals of Title I

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development for teachers
- Promote parent involvement

Parents' Rights

- Review school's achievement data
- Ask for meetings and trainings to assist you in supporting your student
- Parent Involvement Policy is available on the District's website #3250

If you are concerned about your child's learning, please ask for a meeting with the teacher and their support team to problem solve together.



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PARENTS' GUIDE TO Student Success

4TH GRADE

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

WHY ARE ACADEMIC STANDARDS IMPORTANT?

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

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

HOW CAN I HELP MY CHILD?

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

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

THIS GUIDE INCLUDES

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

English Language Arts & Literacy

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

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

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

Talking to Your Child's Teacher

Keeping the conversation focused.

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

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

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

Mathematics

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

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

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

Help Your Child Learn at Home

Learning does not end in the classroom. Children need help and support at home to succeed in 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 commonsense allowance systems and, based on that research, explain reasons why, supported by facts and details.
- Talk about the news together. Pick one story in the news, read it together, and discuss with your child what it means.
- Keep books, magazines, and newspapers at home. Make sure your child sees you reading.

Mathematics

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

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

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

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