

Welcome to Curriculum
Night!

4th Grade at PS 39

Expectations for 4th Grade

- Increased Independence and Stamina
- Being Responsible and Accountable for Learning
- Ready to Face Challenges and Persevere
- Prepared to work at a Rigorous Pace
- Effectively Participating in Classroom Discussions
- The ability to work with a partner and in a small group

Being Prepared in 4th Grade:

- Coming to the carpet quickly with the correct tools (notebooks/pencils)
- Bring materials/ letters/ homework to and from school everyday (TEAM Folder/Readers NB/ Any Homework)
- Taking notes and actively participating in lessons
- Preparing your homework to be checked
- Able to discuss your goals and being able to **SHOW** how you're working on reaching your goals

Being Responsible in 4th Grade

- Doing your best work on your homework and class work everyday
- Making sure you have listened carefully and followed the directions
- Monitoring your own progress across all academic areas
- Collaborate with partnerships and small groups (Do your share!)
- Make decisions that allow you to do your best work

Being Respectful in 4th Grade

- Use your eyes, ears, and hands to show that you're being a good listener (to teachers and classmates)
- Think about effective language to provide feedback to each other (I disagree because... I want to add on to... I want to ask ---- a question...)
- Avoiding side conversations on line, walking throughout the building, during transitions, and during lessons

Being Safe in 4th Grade

- Face forward when walking on line (avoid side conversations)
- Pay attention to directions
- Avoid trying to touch the top of the stairs or signs
- Climb one step at a time at a regular pace
- Push chairs in and pay attention to your surroundings

4th Grade Routines

- Homework Agendas
- Class Meetings
- Unpacking/Packing up/Handling Mail
- Absences

Reading Workshop

- Expectations for Reading Workshop and Independent Reading
- Reading Levels
- Reading Logs
- Writing About Reading
- Units of study

Writing Workshop

- The Writing Process
- Increased Stamina
- Writer's Notebooks
- Units of study

Math Workshop

- Engage NY Math
- Problem Solving
- Number Facts
- Preparing for chapter assessments (saved homework, math notebook, review sheets)

Social Studies

- Research and Note taking
- Mini Projects and Enrichment Based Projects

School-Wide Grading Scale

Our school utilizes the New York City Department of Education Report Card through STARS to provide parents with information on student performance. A four-point grading system is used to measure student progress as outlined below:

- Level 4 Excels in Grade Level Standards
- Level 3 Proficient in Grade Level Standards
- Level 2 Below Grade Level Standards
- Level 1 Well Below Grade Level Standards

Understanding Your Child's Report Card

	1st	2nd	3rd	Final
English Language Arts Overall 3 / Smith	3	3	3	3
Reading 3 / Smith	4	4	4	4
Reading with sufficient accuracy and fluency to support comprehension	G	G	G	G
Reads and comprehends grade level texts independently across a variety of genres (fictions and nonfiction)	E	E	E	E
Demonstrates comprehension by referring to text details	S	G	E	E
Writing 3 / Smith	3	3	3	3
Writes independently for different tasks, purposed, and audiences (opinion, informative/explanatory, narrative)	S	S	G	G

- Overall Grades:** Overall grades are determined by the policies outlined in this document. Overall grades are determined by the policies outlined in this document.
- Sub Categories:** Sub categories are used to provide additional information about your child's performance. Subcategories will be rated using an E-U scale (E=Excellent, G=Good, S=Satisfactory, N=Needs Improvement, U=Unsatisfactory). Subcategories are not averaged to determine the overall grade in any given subject and do not impact overall grades. Overall grades are determined by the policies outlined in this document.
- Final Grades:** Final grades indicate student performance across ***Marking Periods 1, 2 and 3 (unless otherwise noted)***, not for just the third marking period. These grades reflect cumulative student performance across the year from September to June.

**** Kindergarten students will not receive a formal report card until March 2019.**

English Language Arts Overall Grade

- The English Language Arts Overall Grade for each marking period is determined by a student's Overall Reading and Overall Writing grade for each marking period. Reading and writing are equally weighted in determining the Overall ELA grade.
- A student can only be rated as a level 4 in English Language Arts Overall if they are rated as a level 4 in BOTH reading and writing.
- A student can only be rated as a level 3 in English Language Arts Overall if they are rated as a level 3 or 4 in BOTH reading and writing.
- The Final ELA grade is determined a student's FINAL Overall Reading and FINAL Overall Writing grade.

Reading

- 60% of the overall reading grade is based on the Teachers College Reading Level Benchmarks for each marking period.
- 40% of the overall reading grade is based on classroom based tasks for each marking period (September-early November; mid-November-early March; mid-March-June). Each grade level will determine classroom based task grades utilizing a 4-point rubric.
- The **FINAL** Overall Reading Grade is calculated as follows:
 - 60% of the **FINAL** overall reading grade is based on the Teachers College Reading Level Benchmarks for May/June.
 - 40% of the **FINAL** overall reading grade is based on an average of classroom based tasks from marking periods 2 and 3.
- **When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up Grade of 4).**

Writing

- The overall grade for each marking period is determined as follows:
 - 10% Instructional Piece Grade(s) completed at the end of each unit within that marking period.
 - 15% Class Participation/Effort (Determined by rubric score) completed at the end of each marking period
 - 75% On-Demand Writing Pieces completed at the end of each unit within that marking period.
- The **FINAL** overall Writing Grade is determined by averaging the following grades from **Marking Periods 2 and 3**:
 - 10% Average of Instructional Piece Grades from **Marking Periods 2 and 3**
 - 15% Average of Class Participation/Effort (Determined by rubric score) completed at the end of **Marking Periods 2 and 3**
 - 75% Average of On-Demand Writing Pieces in **Marking Periods 2 and 3**
- **When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up Grade of 4).**

Math

- 30% of the overall math grade is based on the average of the EngageNY **Mid-Module** Assessments administered during each marking period
- 70% of the overall math grade is based on the average of the EngageNY **End-of-Module** Assessments administered during each marking period
- The **FINAL** overall Math Grade is based on the following:
 - 30% Average of all EngageNY **Mid-Module** Assessments administered during **Marking Periods 1, 2, and 3.**
 - 70% Average of all EngageNY **End-of-Module** Assessments administered **Marking Periods 1, 2, and 3.**
- **When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up Grade of 4).**

Social Studies

- In K-2 SS grades are determined by end of unit projects/tasks which are accompanied by a 4-point assessment rubric. In grades 3-5 grades are determined by end of unit projects/tasks which are accompanied by a 4-point assessment rubric as well as an assessment of content knowledge as a percentage.

Important Reminders

- Trip Guidelines
- Parent-Teacher Communication
- Assessment Folders
- First PA Meeting: 9/25 at 7:00 PM
- Parent-Teacher Conferences on 11/14 and 11/15
- ELA-April 2-4th
- Math-May 1-3rd
- Science- June 3rd-Written
- May 22nd-31st-Performance Test

The DOE has provided all teachers with time every Tuesday afternoon between 2:40-3:20 to engage with families to strengthen the home/school connection to support our children. Families can request face-to-face meetings or telephone conversations with any of their child's teachers or service providers by contacting the teacher and making an appointment. As you know, our teachers are not limited to these times to communicate with families but if you have a concern that may require an extended conversation or meeting, please make use of this opportunity.

Purpose of Homework

Homework is an important part of the student's academic experience. The purpose for assigning homework is to give children the opportunity to extend lessons, practice skills, engage in critical thinking and develop good work habits. Homework also serves as one form of communication between the teacher and the family. Students, families and teachers share the responsibilities for homework. Therefore, it is important that we all communicate with one another about our experiences with homework.

Homework Folders

Homework folders are an important communication tool. A parent should check/clean out their child's folder every night, even if the child completes the homework at an after school program.

Recommended Time Allotments for Homework

☒ Homework will not be assigned on PA meeting dates.

☒ Homework will not be assigned on weekends although daily reading time is highly recommended to support reading stamina.

☒ Homework will not be assigned over school holidays although daily reading time is highly recommended to support reading stamina.

There is no doubt that different children will take different amounts of time to complete homework. The following chart indicates what we believe is approximately the appropriate amount of time for children in each grade to be spending on homework. If your child diligently does the homework for the maximum allotted time (without breaks and distractions) and does not complete it, you may write a note to the teacher explaining the situation and have your child stop doing the homework. If this is an ongoing problem, please make arrangements to talk to the teacher. If your child thoroughly and neatly completes the homework very quickly, and you believe that your child needs additional homework, extra reading or writing in a Writer's Notebook is recommended. *Parents are encouraged to communicate with teachers regarding homework assignments (difficulties that your child may be having completing them, appropriateness of assignments, special circumstances that may prevent your child from completing an assignment on time and arrangements to make up the missing assignment).

Fourth Grade:

20-30 minutes Reading

25-35 minutes Written Work (including math)

Total: 45-60 minutes

Homework Help Guidelines

- Most students should be able to complete homework with minimal support.
- A homework helper (parent, caregiver, after school counselor) should stay with your child as they read the directions. Your child should understand and be able to follow the directions independently.
- Encourage your child to complete their homework independently AND check over their own work.
- When finished, a homework helper should check over the child's work. If the helper notices errors, the child should be asked to attempt to correct those errors.
- If your child has struggled with a concept or assignment, please notify the teacher by writing a note on the assignment.

Tips for Helping with Writing

- Provide conventions support (spelling, handwriting, punctuation, and grammatical errors)
- Encourage your child to use checklists and strategy sheets in their reading and writing folders/notebooks for help with developing their writing.

Tips for Helping with Math

- If you identify computation errors, allow your child to make corrections.
- If your child is struggling with a particular strategy identified in the directions, they may use a different strategy as long as they can show their work.
- If your child completed incorrectly and does not seem to "get it", please contact your teacher.