

Welcome to 4th Grade!

2020-2021





Tonight's Agenda **(items to be discussed)**

- Standards
- Curriculum
- Georgia Milestones
- District Assessments – RI/MI/DIBELS
- Classroom Assessments
- Grading
- Goal Setting
- Reading Resources
- Tech Tips
- Copyright Resources
- Contact Information

Grade Level Standards

- All lessons adhere to GA Standards of Excellence for all subjects
- Math –
 - [Unit 1](#)
 - [Unit 2](#)
 - [Unit 3](#)
 - [Unit 4](#)
 - [Unit 5](#)
 - [Unit 6](#)
 - [Unit 7](#)
- ELA - <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-4-Developmental-Progressions-B-W-SL-L.pdf>

Curriculum

Reading–

[Bookworms Reading – Shared, Interactive, D](#)



Writing -

[Fourth Grade Rubrics for Narrative, Opinion, and Informational](#)

Math –

[Fourth Grade Number Talks Brochure](#)

[Math Workshop](#)

Number Talks



$$12 + 34$$

My strategy was...

$$15 - 9$$

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Georgia Milestones



- Overview of GMA –

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>

- *Study Resource Guides-*
 - 4th Grade

District Assessments –



- The Reading Inventory is a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.
- The Reading Inventory is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.
- Test Administration – 4 times a year (August, October, January, May)

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above

District Assessments – Math Inventory™

- The Math Inventory is a computerized test that results in a score, or Quantile® , that indicates how well a student understands mathematical skills and concepts along a developmental continuum. A student who scores at the Proficient level by the end of the school year is considered to be performing on grade level and is on track to meet the demands of college and career by the end of high school.
- Test Administration – 3 times a year (August, December/January, May)

YEAR-END PROFICIENCY RANGES					
Grade K	9-117Q	Grade 5	645-771Q	Grade 10	1216-1248Q
Grade 1	117-232Q	Grade 6	785-890Q	Grade 11	1216-1248Q
Grade 2	271-382Q	Grade 7	881-970Q	Grade 12	1216-1248Q
Grade 3	381-545Q	Grade 8	1001-1089Q		
Grade 4	534-629Q	Grade 9	1133-1214Q		

District Assessments –



- **Fluency** is defined as the ability to **read** with speed, accuracy, and proper expression. In order to understand what they **read**, children must be able to **read fluently** whether they are **reading** aloud or silently. When **reading** aloud, **fluent readers read** in phrases and add intonation appropriately.
- **Reading fluency** is calculated by taking the total number of words **read** in one minute and subtracting the number of errors.

Grade Level	1	2	3	4
First	0-31	32-46	47-66	67+
Second	0-64	65-86	87-103	104+
Third	0-79	80-99	100-117	118+
Fourth	0-94	95-114	115-132	133+
Fifth	0-104	105-129	130-142	143+

Classroom Assessments

- Edited by Teachers



Grading Scale

- Grades are on a 1-4 scale

4	3	2	1
Exceeds Mastery: Student applies the skill or concept independently and correctly; communicates higher level thinking or skill level significantly above grading term expectation. This score is a Satisfactory score.	Demonstrates Mastery: Student applies the skill or concept independently and correctly; communicates clear understanding at grading term expectation. This is a Satisfactory Score.	Progressing Towards Mastery: Student applies the skill or concept with support/not independently; communicates some understanding but is not currently meeting grading term expectation. This is an Unsatisfactory score.	Limited or Minimum Progress: Student has limited ability to apply the skill or concept, even with support; communicates limited understanding and is not currently meeting grade term expectations.

Progress Reports Issued:

November 13th – 2nd 9 weeks

March 19th – 3rd 9 weeks

June 2nd – 4th 9 weeks

Report Cards Issued:

October 16th – 1st 9 weeks

January 5th – 2nd 9 weeks

March 19th – 3rd 9 weeks

June 2nd – 4th 9 weeks

Goal Setting

- G - Growth
- O - Ownership
- A - Awareness
- L - Learning

“Setting goals is the first step in turning the invisible into the visible.”

-Tony Robbins

Leverage parent support: If we want students (especially our youngest ones) to set goals that have any personal meaning, those goals need to be transferrable from school to home. In this sense, parents are a key player. Goals that are meaningful for both students and parents are key in fostering long-term growth.

*-Journal of Research in
Childhood Education*

Grade Level Goal


Students will read fluently and comprehend at the grade level midpoint: 840.

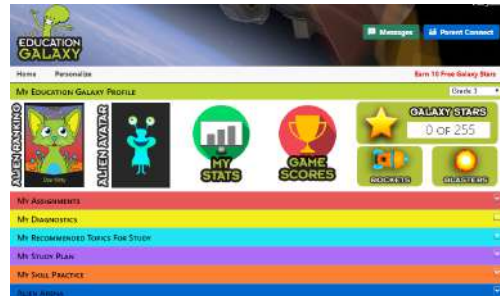
(Fourth Lexile Band: 740-940)

WAYS TO ASSIST AT HOME

- Encourage your child read for 20 minutes every night.
- Let your child log on to Education Galaxy.
- Encourage your child to read aloud to practice fluency and expression.
- Encourage your student to use reading strategies to develop comprehension.

Reading Resources

- <https://lexile.com/parents-students/>
 - Click on 
 - Enter student's Lexile score and then select categories of interest to the student
 - A list of book results on student's Lexile level will be given
- Education Galaxy – www.educationgalaxy.com
 - Students can practice Reading Standards in an engaging online setting.
 - Student login – Student ID # + hes (i.e. 123456hes)
 - Student Password – Student ID # (i.e. 123456)



Tech Tips –Online Learning

HOW CAN PARENTS HELP WITH ONLINE LEARNING?



DESIGNATE A LEARNING SPACE

HELP YOUR CHILD FIND A SPACE WHERE THEY CAN BE PRODUCTIVE. SURE IT WOULD BE NICE TO HANG OUT IN THE BEDROOM ALL DAY, BUT THEY NEED TO "GET UP AND GO TO WORK" TOO.



CREATE A SCHEDULE

KIDS ARE USED TO ROUTINES WHEN IT COMES TO LEARNING. HELP CREATE CONSISTENT ROUTINES AT HOME AS WELL. THINGS MAY THROW OFF THE SCHEDULE NOW AND THEN, BUT DO YOUR BEST TO STICK TO IT.

LIMIT DISTRACTIONS



PLAN AHEAD. THINK ABOUT WHAT THINGS AT HOME MAY DISTRACT YOUR CHILD AND SET PARAMETERS /GUIDELINES TO HELP LIMIT THOSE DISTRACTIONS. YOU MAY NEED TO MONITOR AND ADJUST AS NEEDED FROM TIME TO TIME.

CHECK-IN WITH YOUR CHILD



MAKE IT A POINT TO CHECK-IN WITH YOUR CHILD. SEE HOW THEY ARE DOING – ACADEMICALLY AND EMOTIONALLY. THESE ARE UNIQUE TIMES. MAKE SURE THEY KNOW YOU ARE A SOURCE OF SUPPORT.



COMMUNICATE WITH THEIR TEACHER

WE ARE ALL IN THIS TOGETHER. IF YOU AREN'T SURE ABOUT ASSIGNMENTS OR DUE DATES – ASK, IF YOU HAVE CONCERNS – LET'S TALK. THIS IS NEW TO US AS WELL, BUT WE CARE ABOUT YOUR CHILD TOO.

DON'T FORGET TO EXERCISE



LEARNING ONLINE MEANS SITTING IN FRONT OF A COMPUTER FOR SEVERAL HOURS A DAY. BUILD SOME BREAKS INTO YOUR SCHEDULE. MAKE TIME FOR THEM TO GET UP AND MOVE. GOOGLE A FEW EXERCISES FOR THEM!



DON'T BE A "HELICOPTER"

THEY ARE LEARNING MORE THAN MATH AND SCIENCE. THEY ARE ALSO LEARNING TO BE INDEPENDENT AND RESPONSIBLE. CHECK-IN WITH THEM, BUT DON'T HOVER. IF THERE'S A PROBLEM – FOLLOW UP, BUT LET THEM LEARN TO TAKE INITIATIVE ON THINGS.

TAKE CARE OF YOURSELF

THIS IS A TOUGH TIME FOR ALL OF US. YOU ARE INCLUDED. MAKE A LITTLE TIME FOR YOU EACH DAY. DON'T LET STRESS ZAP YOUR ENERGY AND PATIENCE. WE NEED YOU. YOUR CHILD NEEDS YOU.



Tech Tips – cont'd



- Canvas Student Login –
 - *Student login - Student ID # @paulding.k12.ga.us*
 - (i.e. 12345@paulding.k12.ga.us)
 - *Student Password – first initial + middle initial + last initial and 4 digit birthday (month and day)*
 - (i.e. abc0102)
- Canvas Parent Help Guides -
<https://community.canvaslms.com/t5/Observer-Guide/tkb-p/observer>
- Information for Digital Learning Days – short term and/or long term (pivot) -
<https://www.paulding.k12.ga.us/Page/42513>

What is Copyright?

Did you know that whenever you write a poem or story or even a paper for your class, or a drawing or other artwork, you automatically own the copyright to it. Copyright is a form of protection given to the authors or creators of "original works of authorship," including literary, dramatic, musical, artistic and other intellectual works. What that means is that, as the author of the work, you alone have the right to do any of the following or to let others do any of the following:

- make copies of your work;
- distribute copies of your work;
- perform your work publicly (such as for plays, film, dances or music);
- display your work publicly (such as for artwork, or stills from audiovisual works, or any material used on the Internet or television); and
- make "[derivative works](#)" (including making modifications, adaptations or other new uses of a work, or translating the work to another media).

In general, it is illegal for anyone to do any of the things listed above with a work created by you without your [permission](#), but there are some exceptions and limitations to your rights as a [copyright holder](#). One major limitation is the doctrine of "[Fair Use](#)".

Student Guide for more information on copyright -
<http://www.copyrightkids.org/cbasicsframes.htm>

Parent Guidance for more information on copyright -
<https://parentingdigital.com/parents-guide-copyright-fair-use/>

Contact Information

Feel free to reach out to your child's teacher with questions.

You may also contact your school's Instructional Lead Teacher:

[2020 Title I Schools](#)





**MAKING GOAL SETTING
A JOINT EFFORT**

BETWEEN A CHILD,

**THEIR TEACHER
& FAMILY MEANS
INCREASED CONSISTENCY &**

A GREATER CHANCE THE GOAL WILL

**BE REALIZED.
SO LET'S DO IT!**