



Office of Instruction Buffalo Public Schools

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 Buffalo Public 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, and expression
- Provide relevant & specific details from texts to support answers, inferences
- Determine a text's theme or main idea and how key details support these
- Describe a character, setting, or event using specific details
- Identify text structure (e.g., compare/contrast, cause/effect, sequence) and 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 and 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 BPS are screened three times per year for literacy and mathematics to ensure that they are on track for proficiency.

Grade 4 Literacy Screening Measures

- Oral Reading Fluency (ORF) measures ability to read text aloud with accuracy and appropriate pacing.
- MAZE is a group administered measure of reading comprehension.

Students in grade 4 also use a computer based adaptive diagnostic that assesses vocabulary and comprehension.

If screening results indicate that a student is at risk of not achieving proficiency, teachers administer a diagnostic assessment to help determine specific areas in need of reinforcement.

Grade 4 Mathematics Screening Measure

Short, computer adaptive diagnostic assessment that is used to screen in four domains:

- Algebra and Algebraic Thinking
- Measurement and Data
- Number and Operations
- Geometry

Students in grade 4 take State Assessments in English Language Arts, Mathematics, Science.

GRADE

4



TIPS FOR PARENTS

Set aside quiet time every day for reading. Ask students questions about the book they have chosen.

Encourage students to select informational books about science, history, art, music, and famous people. Building background knowledge is important for comprehension.

Expect students to write daily using the strategies they learn in school. Writing about what they have read improves their comprehension.

Practice analogies (*farmer is to plow as doctor is to stethoscope*).

Practice basic math facts by posing problems to solve mentally; expect a quick verbal response.

Involve your student in tasks at home that require math like cooking, measuring, building, etc.

When students make a mistake, help them to problem-solve a better solution.

Ask students to communicate and defend their thinking on various topics.

MATH

Grade Level Fluencies: Fluently add and subtract multi-digit whole numbers using a standard algorithm

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
- Use place value and properties of operations to perform multi-digit arithmetic

Number and Operations (Fractions)

- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- Understand decimal notation for fractions, and compare decimal fractions

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- Represent and interpret data
- Geometric measurement: Understand concepts of angle and measure angles
- Draw and identify lines and angles, classify shapes by properties of their lines and angles

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
- 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

MUSIC

- Maintain tone, pitch, rhythm, tempo and dynamics while singing
- Describe musical elements such as melody, rhythm, harmony, form and style
- Use instruments in creating and performing music
- Identify a basic repertoire of songs from various world cultures

PHYSICAL EDUCATION

- Perform basic motor and manipulative skills
- Show competence in a variety of physical activities
- Demonstrate safe, responsible, personal and social behavior