

# WARREN CONSOLIDATED SCHOOLS

**A Parents' Guide to  
Report Cards**

**4**

Creating Dynamic Futures

Student Achievement • High Expectations • Strong Relationships

## Dear Parents:



The information in this brochure is intended to serve as a guide to understanding the core curriculum for English Language Arts, Mathematics, Social Studies and Science at each grade. Each grade level report card has been aligned to reflect the most current standards for each subject. The new curriculum in English Language Arts and Mathematics is aligned to the Common Core State Standards (CCSS). The CCSS are a list of expectations that help teachers make sure their students have the skills and knowledge they need at each grade level from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace. The standards offer consistent expectations for student learning across much of the nation. This guide will also identify the Science and Social Studies concepts that your child will experience throughout the year as well.

## **Subject: English Language Arts (Common Core State Standards)**

### **Domain: Reading Literature**

#### **Standard: Key Ideas and Details**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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).

#### Standard: Craft and Structure

- 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., Herculean).
- 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.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### Standard: Integration of Knowledge and Ideas

- 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.
- Compare and contrast the treatment of similar themes and topics and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### **Domain: Reading Informational Text**

#### **Standard: Key Ideas and Details**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.

#### Standard: Craft and Structure

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.
- 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.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### Standard: Integration of Knowledge and Ideas

- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Domain: Reading Foundational Skills**

**Standard: Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - o 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.

**Standard: Fluency**

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

**Domain: Writing**

**Standard: Text Type and Purposes**

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

**Standard:** Research to Build and Present Knowledge

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Standard:** Production and Distribution of Writing

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.

**Domain:** Speaking and Listening**Standard:** Comprehension and Collaboration

- 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.
  - o 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.
  - o Follow agreed-upon rules for discussions and carry out assigned roles.
  - o 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.
  - o Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.

**Standard:** Presentation of Knowledge and Ideas

- 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.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 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.

**Domain: Language****Standard: Conventions of Standard English**

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

**Standard: Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose words and phrases to convey ideas precisely.\*
  - Choose punctuation for effect.\*
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Standard: Vocabulary Acquisition and Use**

- 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.
  - Use context as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
  - Consult 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.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Explain the meaning of simple similes and metaphors in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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.

## **Subject: Math (Common Core State Standards)**

### **Domain: Operations and Algebraic Thinking**

**Standard:** Use the four operations with whole numbers to solve problems.

- Understand that multiplication fact problems can be seen as comparisons of groups.
- Multiply or divide to solve word problems by using drawings and writings.
- Determine the reasonableness of answers using mental math, estimating, and rounding.
- Use what is known about addition, subtraction, multiplication, and division to solve multi-step word problems.
- Represent word problems by using equations with a letter standing for an unknown number.

**Standard:** Gain familiarity with factors and multiples.

- Find all factor pairs for a number from 1 to 100.
- Determine whether a given whole number up to 100 is a prime or composite number.

**Standard:** Multiply and divide within 100.

- Fluently multiply and divide within 100.

**Standard:** Generate an analyze patterns.

- Create a number or shape pattern that follows a given rule.
- Notice different features of a pattern once it is created by a rule.

### **Domain: Measurement and Data**

**Standard:** Geometric Measurement: Understand concepts of angle and measure angles.

- Recognize angles as geometric shapes where two rays share a common endpoint.
- Understand that angles are measured with reference to a circle with its center at the common endpoint.
- Use a protractor to measure angles in whole-number degrees.
- Solve addition and subtraction problems involving angles.

**Standard:** Represent and interpret data.

- Make a line plot to show measurements involving fractions.
- Solve problems involving addition and subtraction of fractions by using the info presented in line plots.

**Standard:** Solve problems involving measurement and conversion of measurements.

- Show knowledge of the relative size of measurement units within a single system.
- Show the measurements of a larger unit in terms of smaller units and record these on a table.
- Use the four operations to solve word problems involving measurement; including simple fractions and decimals.
- Use what is known about area and perimeter to solve real world problems involving rectangles.

**Domain: Geometry**

**Standard:** Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- Identify and draw points, lines, line segments, rays, angles, and perpendicular and parallel lines.
- Classify 2-dimensional shapes based on what is known about their geometrical attributes.
- Recognize and identify right triangles.
- Recognize and draw lines of symmetry.

**Domain: Number and Operations - Fractions**

**Standard:** Extend understanding of fraction equivalence and ordering.

- Explain and show models for why multiplying numerator and a denominator by the same number does not change the value of a fraction.
- Compare two fractions with different numerators and different denominators by creating common denominators or numerators.
- Recognize that comparisons of fractions are valid only when the two fractions refer to the same whole.
- Compare fractions using symbols and justify the comparison by using models.

**Standard:** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- Understand that improper fractions have a greater numerator than denominator.
- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of fractions with the same denominator.
- Add or subtract mixed numbers with like denominators.
- Solve word problems involving addition and subtraction of fractions with like denominators.
- Multiply a fraction by a whole number.
- Solve word problems involving multiplication of a fraction by a whole number.

**Standard:** Understand decimal notation for fractions, and compare decimal fractions.

- Show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions.
- Use decimals to show fractions with denominators of 10 or 100.
- Compare two decimals to hundredths by reasoning about their size.

**Domain: Number and Operations in Base Ten**

**Standard:** Generalize place value understanding for multi-digit whole numbers.

- Recognize that digits in multi-digit numbers represent ten times what it represents in the place to its right.
- Read and write multi-digit numbers using numerals, word, and expanded form.
- Compare two multi-digit numbers using symbols to show the comparison.
- Round multi-digit numbers to any place.

# Standards For Mathematical Practice

## PARENTS' GUIDE

**As your son or daughter works through homework exercises, you can help him/her develop skills with these mathematical practice standards by asking some of these questions...**

### **1. Make sense of problems and persevere in solving them.**

- What are you solving for in the problem?
- Can you think of a problem that you have solved before that is like this one?
- How will you go about solving it? What's your plan?
- Are you making progress toward solving it? Should you try a different plan?
- How can you check your answer? Can you check using a different method?

### **2. Reason abstractly and quantitatively.**

- Can you write or recall an expression or equation to match the situation?
- What do the numbers or variables in the equation refer to?
- What's the connection among the numbers and the variables in the equation?

### **3. Construct viable arguments and critique the reasoning of others.**

- Tell me what your answer means.
- How do you know that your answer is correct?
- If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong.

### **4. Model with mathematics.**

- Do you know a formula or relationship that fits this problem situation?
- What's the connection among the numbers in the problem?
- Is your answer reasonable? How do you know?
- What does the number(s) in your solution refer to?

### **5. Use appropriate tools strategically.**

- What tools could use to solve this problem? How can each one help you?
- Which tool is more useful for this problem? Explain your choice.
- Why is this tool (the one selected) better to use than (another tool mentioned)?
- Before you solve the problem, can you estimate the answer?

### **6. Attend to precision.**

- What do the symbols that you used mean?
- What units of measure are you using? (for measurement problems)
- Explain to me (a term from the lesson)

### **7. Look for and make use of structure.**

- What do you notice about the answers to the exercises you've just completed?
- What do different parts of the expression or equation you're using tell you about possible correct answers?

### **8. Look for and express regularity in repeated reasoning.**

- What shortcut can you think of that will always work for these kinds of problems?
- What pattern(s) do you see? Can you make a rule or generalization?

## **Subject: Social Studies**

### **History**

- Michigan from Statehood to present
- Major events from each region
- People from each region
- Growth and Change in each region
- The Underground Railroad
- The War of 1812
- The Civil War

### **Geography**

- Features, Resources and Climate from each Region

### **Civics & Government**

- Serving Communities
- Rights and Responsibilities
- Citizens and Issues
- Three Branches of Government

### **Economics**

- Goods and the People
- Consumers and Producers
- Rules of a Market Economy



## **Subject: Science**

### **Life Science (Organisms in their Environment):**

Students take a deeper look into the requirements of plants and animals to survive, the roles animals play in their environments, and how some animals and plants have variations that give them an advantage for survival. Students apply what they know and explore the effect of change on the environment.

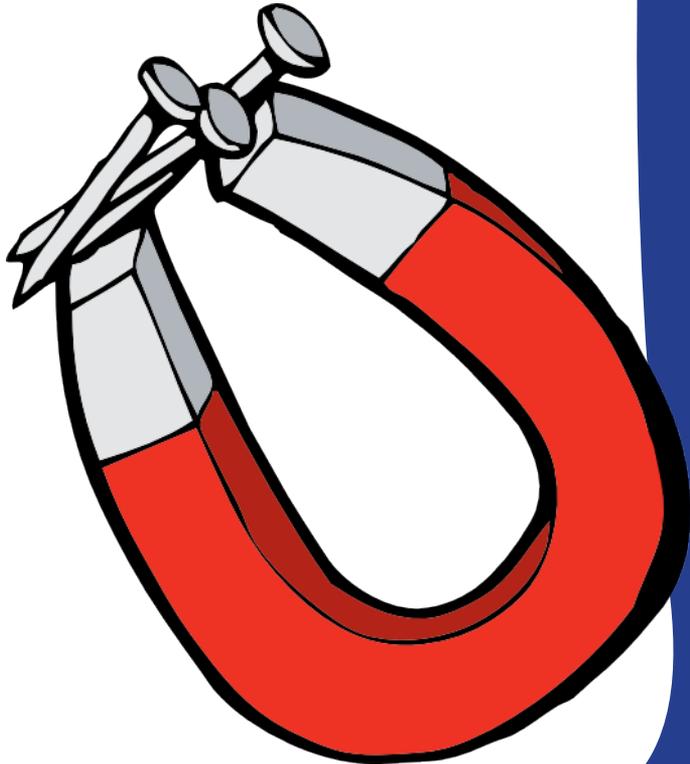
### **Physical Science (Energy Transfer/States of Matter):**

This unit concentrates on heat, magnetism and electricity as energy transfers. The interaction of magnetic materials is explored through investigation. Students explore electrical circuits and apply their knowledge to build an electromagnet.

Previous units have laid the foundation for a more in-depth study of the states of matter. Students explore the physical properties of solids, liquids, and gases through measurement and observation and investigation into the changes of states and apply what they discover to heat transfer and energy.

### **Earth Science (The View from the Earth):**

Students make long-term observations of the position of the sun and moon in the sky to develop an understanding of relative distances, the appearance of movement across the sky, and relate it to day and night, Earth's orbit, the spin of the Earth, and the visible shape of the moon. The unit concludes with a look into fossils and evidence of environment and changes in the history of the Earth.



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## WARREN CONSOLIDATED SCHOOLS

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### **Student Achievement**

A focus on measurable student achievement in our Professional Learning Communities.

### **High Expectations**

Clear expectations for every stakeholder, including students, staff and parents.

### **Strong Relationships**

Strong relationships among all stakeholders, including: teacher-student, parent-teacher, principal-teacher, and superintendent-board member.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability Act of 1990, the Elliott-Larsen Civil Rights Act of 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated Schools that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to the Chief Human Resources Officer, 31300 Anita, Warren, Michigan 48093, (586) 825-2400, ext 63110.

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