



Welcome to 4th grade
Curriculum Night
...where we are
creating LEADERS!

Ms. Campos, Ms. Redway, Mrs. Romayo, and Mrs. Velez

2020 - 2021

CDC Guidelines here at Savanna Ridge

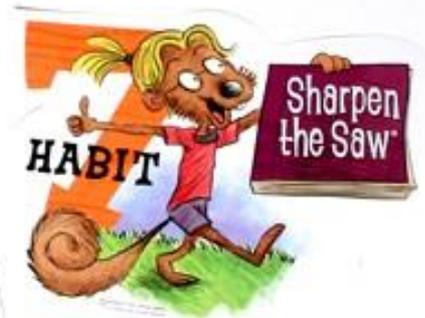
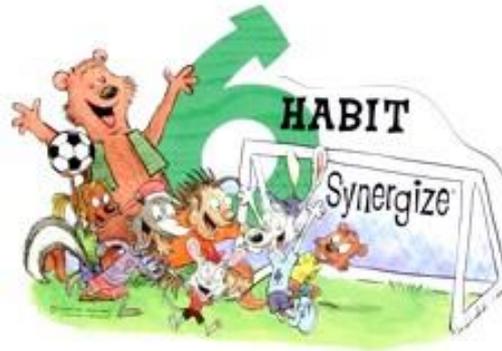
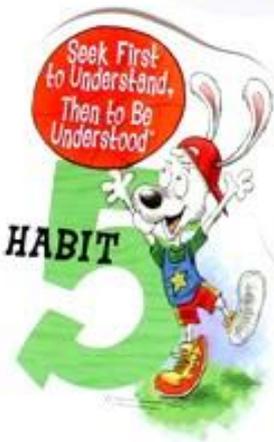
- each student and staff member wears a mask (and has a backup mask)
- use of hand sanitizer
- 6 feet apart in all areas of school
- seating chart in class, resource, and the lunchroom
- one way hallways
- social distancing on busses
- school cleaned and wiped down daily



An inspiring picture book from the family that brought you the 7 Habits

THE 7 HABITS OF HAPPY KIDS

SEAN COVEY
ILLUSTRATED BY STACY CURTIS



Expectations

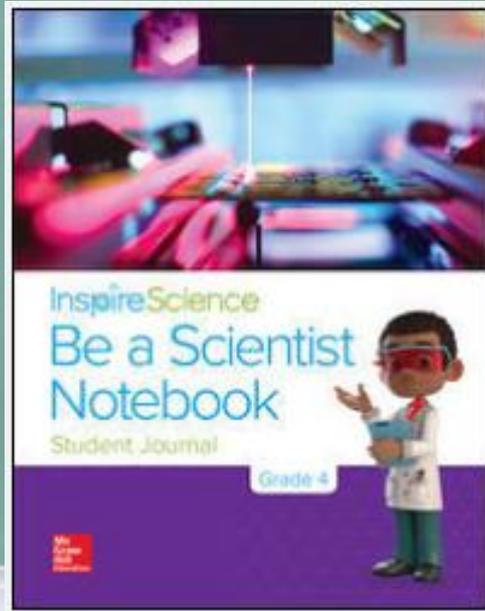
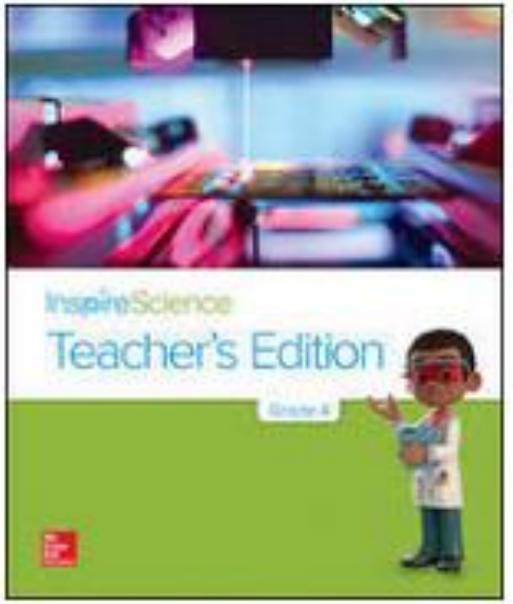
- attend school every day ready to learn
 - positive attitude
 - supplies/materials
- follow Crane expectations
 - Show respect
 - Obey safety rules
 - Act responsibly
 - Ready to learn
- follow classroom/MySchool Online rules



Science/Social Studies



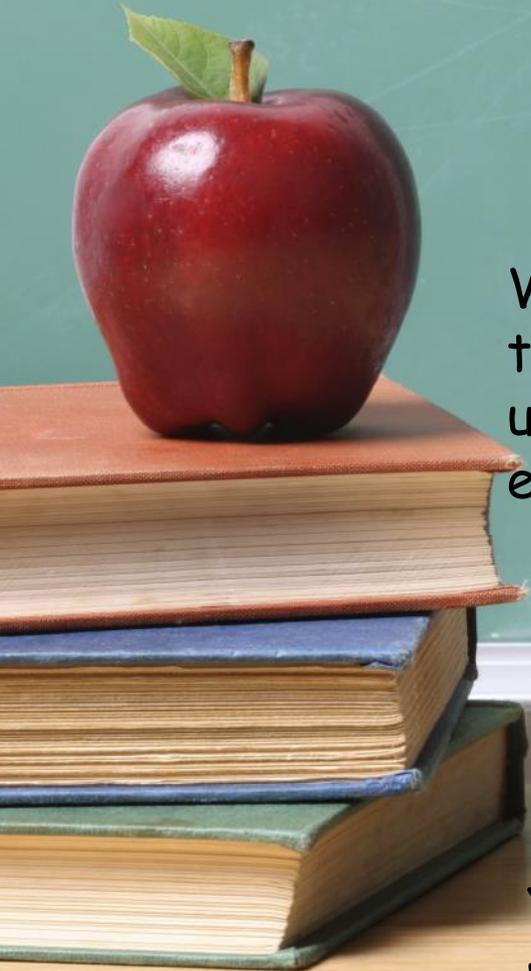
InspireScience



- 30 minutes daily either science or SS

Writing

- 45 minutes daily
- imbedded into all subject areas
- FSA Writing score is combined with the FSA - ELA score (has a huge impact on the ELA score)
- given several articles to read

A stack of four books with a red apple on top. The books have orange, blue, and green covers. The apple is bright red with a single green leaf.

Write an informative essay about different animals that washed up on shore and what caused them to wash up on shore. Use information from the passages in your essay.

Manage your time carefully so that you can:

- read the passages
- Plan your response
- Write your response
- Revise and edit your response

You have 120 minutes to read the passages, and plan, write, revise and edit your essay.

Introduction

Transition words

Main Idea

Evidence #1

Elaboration #1

Ev #2

EI #2

Ev #3

EI #3

Transition words

Main Idea

Evidence #1

Elaboration #1

Ev #2

EI #2

Ev #3

EI #3

Conclusion

Informative/Explanatory Text-based Writing Rubric

(Score points within each domain include most of the characteristics below.)

| Score | Purpose, Focus, and Organization (4-point Rubric) | Evidence and Elaboration (4-point Rubric) | Conventions of Standard English (2-point Rubric begins at score point 2) |
|-------|--|--|---|
| 4 | <p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility | |
| 3 | <p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Maintained controlling idea, though some loosely related material may be present • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion | <p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure | |

| Score | Purpose, Focus, and Organization (4-point Rubric) | Evidence and Elaboration (4-point Rubric) | Conventions of Standard English (2-point Rubric) |
|-------|---|--|---|
| 2 | <p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Partially focused controlling idea, but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources and erratic or irrelevant references • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Inappropriate or ineffective domain-specific vocabulary • Sentences possibly limited to simple constructions | <p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage, but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling |
| 1 | <p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • Frequent extraneous ideas impeding understanding • Few or no transitional strategies • Too brief to demonstrate knowledge of focus or organization | <p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence from the source material • Expression of ideas that is vague, lacks clarity, or is confusing • Limited or inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions | <p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling |
| 0 | | | <p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p> |

Math

- Multiplication facts are a **MUST!!**
- District Test after every Unit
- multiplication facts should be practiced every night
- IReady weekly



► Select all of the equations that are true:

a) $78 - 34 = 11 + 33$

b) $56 - 16 = 69 - 12$

c) $34 + 28 = 72 - 21$

d) $67 + 12 = 98 - 10$

e) $45 - 15 = 55 - 25$

2. The sum of 2 numbers is 9,782. The difference of the 2 numbers is 1,892. Which could be the 2 numbers?

a) 7,227 and 2,555

b) 6,598 and 3,184

c) 5,837 and 3,945

d) 4,960 and 4,822

1. The population of Ft. Pierce is forty-five thousand, two hundred ninety-five. How is this population written as a numeral?

A. 45,295

B. 405,295

C. 4,529

D. 450,295

2. Ticket sales for Fort Pierce Central's football playoff game began this last Friday. A total of 6,000 tickets were sold in three days. On Friday, 2,156 tickets were sold. On Monday, 1,997 tickets were sold. The rest of the tickets were sold on Tuesday. How many tickets were sold on Tuesday?

6. Michelle added these numbers, but the sum is incorrect.

$$\begin{array}{r} 8,325 \\ + 7,421 \\ \hline 16,746 \end{array}$$

What mistake did Michelle make?

ELA

- IReady weekly

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of Passage 1?

- A. High hopes can lead to disappointment.
- B. Listen to those who are older and wiser.
- C. If you are nice to others, they will be nice to you.
- D. When planning an event, be sure to include everyone

Part B

Which sentence from the story supports the answer in Part A?

- A. "She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit." (paragraph 2)
- B. "'What did you bring me from the supper?' she asked." (paragraph 2)
- C. "She ate it, and then she turned to her three children, for she had something important to say to them." (paragraph 6)
- D. "'To those who are thoughtful of their mother, great blessings to come.'" (paragraph 9)

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why does Fox sing for the sea animals in Passage 2?

- (A) He wants their help.
- (B) He is grateful to them.
- (C) He likes their attention.
- (D) He wants to impress them.

Part B

Which sentence supports your answer in Part A?

- (A) "As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water!" (paragraph 14)
- (B) "Then the sea creatures spoke and asked Fox what he was singing." (paragraph 14)
- (C) "He could get the sea animals to aid in his escape." (paragraph 14)
- (D) "'Thank you for listening to my song!' Fox said politely." (paragraph 15)

District Assessment Schedule

Elementary School Recommended Assessment Windows

| W | Testing Window | 2 nd Grade | | 3 rd Grade | | | 4 th Grade | | | 5 th Grade | | |
|-------------------|----------------|-----------------------|-----|-----------------------|-----|-------------|-----------------------|-----|--------------|-----------------------|-----|---------------|
| | | ELA | MA | ELA | MA | Sci. | ELA | MA | Sci. | ELA | MA | Sci. (LE) |
| 1 | 8/26 – 9/2 | | | | | | | | | | | |
| 2 | 9/2 – 9/9 | | | | | | | U1 | | | | |
| 3 | 9/9 – 9/16 | | U1 | | U1 | | U2 | U2 | | U2 | | |
| 4 | 9/16 – 9/23 | U2 | | U2 | | | | | | | | |
| 5 | 9/23 – 9/30 | | | | | | | U3 | | | U1 | |
| 6 | 9/30 – 10/7 | U3 | U2 | U3 | | | U3 | | MATTER | U3 | | MATTER |
| 7 | 10/7 – 10/14 | | | | U2a | | | | | | U2 | |
| End of Quarter 1 | | | | | | | | | | | | |
| 8 | 10/14 – 10/21 | | | | | | | U4 | | | | |
| 9 | 10/21 – 10/28 | U4 | U3a | | U2b | | U4/LE | | | U4/LE | U3 | |
| 10 | 10/28 – 11/4 | | | U4/LE | | MATTER | | | | | | |
| 11 | 11/4 – 11/10 | | U3b | | U3 | | | | | | | |
| 12 | 11/10 – 11/20 | U5 | | | | | U5 | U5 | ENERGY | U5 | U4 | ENERGY |
| 13 | 11/30 – 12/9 | | U4 | U5 | U4 | | U6 | | TRANS. | | | |
| 14 | 12/9 – 12/18 | U6 | U5 | | | | | U6 | | U6 | U5 | FORCES |
| End of Semester 1 | | | | | | | | | | | | |
| 15 | 1/4 – 1/13 | | | U6/LE | U5 | ENERGY | U7/LE | U7 | | U7/LE | U6 | |
| 16 | 1/13 – 1/20 | U7 | U6 | | | | | | | | | |
| 17 | 1/20 – 1/27 | | | U7 | | | U8 | | MOTION | U8 | U7 | EARTH SPACE |
| 18 | 1/27 – 2/3 | | | | | | | U8 | | | | |
| 19 | 2/3 – 2/10 | U8 | | U8 | U6 | | | | | | | |
| 20 | 2/10 – 2/17 | | | | | | U9 | | EARTH SPACE | U9 | U8 | |
| 21 | 2/17 – 2/24 | | U7 | | | | | | | | | |
| 22 | 2/24 – 3/3 | U9 | | U9 | U7 | EARTH SPACE | | U9 | | U10 | | SYSTEMS |
| 23 | 3/3 – 3/12 | | | | U8 | | U10/LE | | | U11/LE | U9 | LIVING THINGS |
| End of Quarter 3 | | | | | | | | | | | | |
| 24 | 3/22 – 3/31 | U10 | U8 | U10/LE | | PLANTS | U11 | U10 | EARTH STRUCT | | | |
| 25 | 3/31 – 4/7 | | | | U9 | | | U11 | | U12 | | |
| 26 | 4/7 – 4/14 | | U9 | | | | U12 | | | | U10 | |
| 27 | 4/14 – 4/21 | U11 | | U11 | | | | | | U13 | | |
| 28 | 4/21 – 4/28 | | U10 | | U10 | | | U12 | | | U11 | |
| 29 | 4/28 – 5/5 | | | | | | | | | | | INTER-DEPEND |
| 30 | 5/5 – 5/12 | U12 | | U12 | | | | | | | | |
| 31 | 5/12 – 5/19 | | U11 | | | | | | | | | |
| 32 | 5/19 – 5/28 | | | | | | | | | | | |



Florida Standard Assessment Portal



Home Students & Families Test Administration Technology Resources About the FSAs Email Alerts: Register | Settings

Florida
Standards Assessments

-  **Students & Families**
-  **Test Administration**
-  **Technology Resources**
-  **About the FSAs**

Welcome to the FSA Portal

This portal is your source for information about the Florida Standards Assessments.

Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.

For information about FCAT 2.0 or NGSSS EOC Assessments, please visit <http://www.fldoe.org/accountability/assessments/k-12-student-assessment>.

For more information about Florida standards, course descriptions, and standard resources, please visit www.cpalms.org.

 **FSA Portal on Twitter**

Tweets Follow

 **FL Dept of Education** @EducationFL 10h
#ICYMI @FLGovScott announced R+L Global Logistics expansion will create more than 80 new jobs. bit.ly/1OGKtUV #FLedu #FLjobs

 **FL Dept of Education** @EducationFL 8 Jan
Meet Joseph Simmons. One of the many #FLFirstResponders that serve in our great state. #FLedu


Administer the FSA


Secure Browser


FSA Resources


Practice Tests


Online Reporting System (ORS)


TIDE


Visit FDOE

<http://www.fsassessment.org>

What can I do at home?



Use Technology/I-Ready.



Read together EVERY night.



Ask your child questions.



Make sure your child is using TEXT EVIDENCE.



Review multiplication facts.



Parent Support/ Resources

www.fldoe.org

www.smarterbalanced.org

www.fsassessments.org

www.bealearninghero.org

www.raisethebarparents.org

www.achievethecore.org



Questions?



If you still have questions please visit the FSA Portal

<http://www.fsassessment.org>

**Thank you for
joining us tonight!**

