

**Welcome to
Curriculum Night!**

What curriculum will your child be learning during each of the 9 weeks?

ELA

1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
<ul style="list-style-type: none">• Structural Elements• Text Structure• Inferring (NF, Fiction)	<ul style="list-style-type: none">• Story Elements• Academic Vocabulary• Main Idea/Details	<ul style="list-style-type: none">• Theme• Point of View• Claims & Evidence• firsthand and secondhand accounts	<ul style="list-style-type: none">• Compare/Contrast themes of stories• Events, ideas, and concepts

What curriculum will your child be learning during each of the 9 weeks?

Math

1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
<ul style="list-style-type: none">● Place value● Rounding● Powers of Ten● Comparing Numbers● Equations● Add/Subtract multi-digit numbers● Patterns	<ul style="list-style-type: none">● Multiplying multi-digit numbers● Long Division with up to 4-digit dividends and one-digit divisors● Multi-step word problems● Geometry	<p><u>Fractions</u></p> <ul style="list-style-type: none">● Equivalent, Benchmark, Comparing● Add, Subtract, Multiply <p><u>Decimals</u></p> <ul style="list-style-type: none">● Comparing Decimals, Represent a Fraction as a Decimal <p><u>Line Plots</u></p>	<ul style="list-style-type: none">● Measurement Metric System (distance, length, mass, volume)● Conversion of Metric Units● Area & Perimeter

How will you be receiving information from us?

- Individual emails
- Wednesday Communication Folder
- Planner
- class reminder emails
- cokerandpotter.weebly.com

When will you be receiving progress reports?

Sept. 27

Dec. 6

Feb. 28

May 9

How will we share concerns about your students before Progress reports/report cards are sent out?

- **Notes in planner**
- **Graded work in Communication Folder**
- **emails**

What is the protocol if you have personal concerns?

1st: Contact the teacher

2nd: Contact administration

3rd: Contact central office personnel

EOG Information: Percent Correct

4th Grade ELA

93-100

Level 5

77-92

Level 4

73-76

Level 3

59-72

Level 2

0-58

Level 1

4th Grade MATH

84-100

Level 5

61-83

Level 4

55-60

Level 3

36-54

Level 2

0-35

Level 1

EOG Information: Reading EOG Scores Levels & Ranges

Level 1: 431-438

Level 2: 439-444

Level 3: 445-447

Level 4: 448-459

Level 5: 460-464

EOG Information: Math EOG Scores Levels & Ranges

Level 1: 439-440

Level 2: 441-448

Level 3: 449-450

Level 4: 451-459

Level 5: 460-470

EOG Information: What exactly will be on the EOG?

Reading

4th Grade	RL % of Test	RI % of Test	Language % of Test
ELA- 44 Ques.	30-34%	45-49%	19-21%
# Possible Questions	13 to 15	18 to 22	8 to 9

**EOG Information:
What exactly will be on the EOG?
Math**

Operations and Algebraic Thinking	Numbers & Operations in Base Ten	Numbers & Operations Fractions	Measurement and Data	Geometry
12-17%	22-27%	27-32%	12-17%	12-17%
5 to 7	9 to 11	12 to 14	5 to 7	4 to 6

What can we do if your child is not progressing?

- **Schedule parent/teacher conference**
- **Teacher will pull for small group instruction**
- **Teacher will send home extra resources**
- **Find a tutor for your child**
- **Work with parent volunteers in classroom**

AR

We use STAR to determine students reading ranges and setting their point goals.

What is PBIS?

PBIS is Positive Behavior Intervention and Support.

This year, we are focusing on reinforcing positive behavior in our school.

The PBIS matrix we have posted in our classroom in on the next slide!

This is the WGI PBIS Behavior Matrix we have posted in the classroom!

	Classroom	Hallways	Bathrooms	Cafeteria	Playground	Dismissal	Bus
Be Safe	<p>Keep Classroom Neat and Clean</p> <p>Keep Hands and Feet to Self</p>	<p>Walk on the right side of the hallway</p> <p>Keep Hands and Feet to Self</p>	<p>Use toilet appropriately</p>	<p>Follow traffic patterns</p> <p>Use walking feet</p> <p>Finish chewing before speaking</p>	<p>Use equipment appropriately</p> <p>Remain in designated areas</p> <p>Come immediately when your teacher signals</p>	<p>Walk silently to the appropriate location.</p>	<p>Keep hands and feet to self.</p> <p>Remain seated.</p> <p>Wait for bus driver directions and signals before loading and unloading the bus.</p>
Be Respectful	<p>Listen and Respond to others appropriately</p> <p>Speak at appropriate times</p>	<p>Remain Quiet</p> <p>Wait your turn to pass at intersections</p>	<p>Quietly open and close stall doors</p> <p>Place trash in trashcan</p> <p>Maintain other's privacy</p>	<p>Quietly wait with your tray</p> <p>Whisper at your table</p> <p>Say please and thank you to others</p>	<p>Play kindly with everyone</p> <p>Take turns using equipment.</p> <p>Be a good sport.</p>	<p>Wait for the class in front of you to finish exiting their classroom.</p> <p>Walk in a single file line.</p>	<p>Use kind words.</p> <p>Remain quiet or silent.</p>
Be Responsible	<p>Bring Materials to Class</p> <p>Clean up after yourself</p>	<p>Remain aware of other classes</p> <p>Stay with your class</p> <p>Go only to approved destinations</p>	<p>Wash your hands</p> <p>Clean up after yourself</p>	<p>Be on Time.</p> <p>Clean up after yourself</p> <p>Get everything you need before you sit down</p>	<p>Take care of equipment</p> <p>Pick up after yourself</p>	<p>Go directly to your location without stopping.</p> <p>Leave your classroom with all of your belongings.</p>	<p>Make sure you are on the right bus.</p> <p>Be prepared at your bus stop.</p>

What can we do if your child is not progressing?

If your child is not progressing, the first step is for the teacher to find **alternate ways** to try and help your student.

If we (the parents and teacher) find that these strategies are not beneficial, we will **refer** your student **to** the **MTSS team**.

This team will help us as teachers find alternate strategies to better meet the needs of your student.

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**Thank you so much
for coming!**

Do you have any questions?