



INSTRUCTION IN CCSD59



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

DUAL LANGUAGE - FOURTH GRADE

WHEN READING LITERATURE OR INFORMATIONAL TEXT, STUDENTS WILL:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
- Determine a theme of a story, drama or poem or the main idea of a text; summarize the text
- Explain major differences between poems, drama and prose and refer to the structural elements of poems and drama
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem solution etc.) of events ideas, concepts or information in a text
- Interpret information presented visually, orally or quantitatively
- Explain how an author uses reasons and evidence to support particular points
- Compare and contrast the point of view from which different stories are narrated including first and third person narrations
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

WHEN WRITING NARRATIVE, INFORMATIONAL, OR OPINION PIECES, STUDENTS WILL:

- Write opinion pieces by introducing the topic, create an organizational structure in which related ideas are grouped to support the writer's purpose, provide reasons to support opinion, and provide a conclusion
- Write informative/explanatory texts to examine a topic and convey ideas by introducing a topic clearly and grouping related information in paragraph sections, develop using facts, definitions, details, and quotations, use precise vocabulary, and provide a concluding section
- Write narratives to develop real or imagined experiences using effective techniques, descriptive details, and clear event sequences, use dialogue and transitional words, and provide a conclusion
- Produce clear and coherent writing in which the development and organization match the task

WHEN DEVELOPING SPANISH LANGUAGE SKILLS, STUDENTS WILL:

- Identify and correctly use the copreterite or past perfect and the conditional
- Identify and use copulative and disjunctive conjunctions; adversatives; casual
- Identify and use verbs that end in -zar, -car, -gar, changing a for e and z for c, c for q; and g for gu
- Correctly write words that contain a relationship between multiple phonemes and graphemes and silent letters in grade-level words
- Recognize that the orthographic accent is used in all proparoxytone and preproparoxytone words
- Use the diacritica accent in questions, exclamations and to differentiate demonstrative pronouns from determinative ones

FOR LISTENING AND SPEAKING, STUDENTS WILL:

- Engage effectively in a range of collaborative discussions
- Come to discussions prepared and ready to explicitly draw on that preparation
- Follow agreed upon rules and carry out assigned roles
- Pose and respond to specific questions to clarify and make comments that contribute to the remarks of others
- Differentiate between contexts that call for formal English and where informal discourse is appropriate

WHAT SCIENCE AND SOCIAL SCIENCE CONTENT IS INTEGRATED INTO LITERACY?

Observe Nature

Organisms Impact the Ecosystem

Government in Action

Energy in an Ecosystem

Advances in Technology

Native Americans

The Industrial Revolution

Earth Changes

Natural Resources

The Power of Electricity

DISTRICT-APPROVED CURRICULAR RESOURCES

Benchmark Adelante

HMH Into Reading

iReady Reading Personalized Path

MATH

Math instruction includes the domains of number and operations, algebraic thinking, measurement and data, and Geometry. All fourth grade students have a WIN (What I Need) block daily focused on Fact Fluency development. Students will:

- Fluently add and subtract multi-digit whole numbers using the standard algorithm
- Find the factor pairs for whole numbers within 100
- Recognize and generate equivalent fractions using visual models
- Compare two fractions with like and unlike denominators with symbols
- Solve problems involving adding and subtracting like fractions
- Solve problems involving multiplication of a fraction by a whole number
- Understand decimal notation for fractions and compare decimal fractions
- Interpret multiplication equations as a comparison statement
- Reason and use strategies to solve multi-step word problems using the four operations
- Multiply a whole number of up to four digits by a one-digit and multiply two digit numbers using equations, arrays and/or area models
- Solve division problems with one-digit divisors
- Classify two-dimensional figures by properties of their lines and angles
- Recognize and draw lines of symmetry within a two dimensional figure
- Apply the area and perimeter formulas for real world problems



DISTRICT-APPROVED
**CURRICULAR
RESOURCES**

WHAT ELSE DO OUR STUDENTS LEARN?

SOCIAL EMOTIONAL LEARNING

Along with daily community circles, social emotional learning has three goals.

GOAL 1: SELF-AWARENESS AND SELF-MANAGEMENT

- Use affective statements to express feelings
- Use self-chosen calming strategies
- Demonstrate an interest in the perspective of other
- Contribute to group discussions and decisions regarding personal and class values, safety, rules, & policies
- Identify bullying and social conflict accurately and respond appropriately

GOAL 2: SOCIAL AWARENESS AND INTERPERSONAL SKILLS

- Evaluate and demonstrate ways to include everyone
- Consider thoughts and opinions of others that differ from their own
- Exchange information with others using verbal and non-verbal cues
- Care about others by avoiding negative interactions including negative peer pressure and spreading rumors
- Compare and contrast various social & cultural groups, individual & group similarities and differences

GOAL 3: RESPONSIBLE DECISION-MAKING

- Identify personal and academic goals and select short term goals and determine actionable steps
- Evaluate how others influence your behaviors and decisions
- Recognize how changing your behavior impacts how others feel & respond
- Think through alternative options and outcomes of a choice

ELEMENTARY SPECIALS

A rotation of classes takes place every day to support physical well-being, creativity, and the development of new skills and concepts. These include music, visual arts, physical education, and library resource education.

WANT TO KNOW MORE ABOUT LEARNING IN 59?

[CCSD59.ORG/INSTRUCTION](https://www.cc59.org/instruction)

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