

Mansfield Public Schools
Progress Report
Grade Four - June

Reading to Understand

This marking period, students have continued to work on the independent application of reading skills and strategies. They use their knowledge of sounds and understanding of a variety of prefixes, suffixes (-less, -ness, -ion, -ous), and roots (graph, tract); including those relevant to specific content areas, to decode new words. Fluency continues to develop as students read aloud grade level text accurately, using appropriate pacing, phrasing, and expression. They can automatically recognize many common regular and irregular words and adjust their reading rate to match the difficulty, type of text, and purpose for reading. The understanding of new words continues to grow. Students use context clues to understand vocabulary words and phrases; identify words that have multiple meanings; and use context clues to determine the meaning of commonly confused words. They are also expected to identify and explain grade-appropriate vocabulary including subject area vocabulary, common homophones, homographs, words with multiple meanings and meanings of words specific to various content areas (e.g., science, math, art). Students can summarize the events, information and/or ideas in an informational piece, or the story elements in a narrative text. They can locate and use details/evidence from the text to support a conclusion (e.g., evidence that a character is brave; evidence that a character is treated unfairly). Students can make valid inferences and justify their thinking by selecting evidence from the text. Cause and effect relationships in informational text can be recognized and explained. Now students are able to read longer, more complex texts and chapter books independently and silently and generate a variety of questions that demonstrate an understanding of what has been read. They can differentiate between first and third person point of view and explain the difference. Elements of author's craft can be identified and discussed. Students can use various resources and reference materials (e.g., glossaries, dictionaries, index, websites, and thesauruses) to define words. They are able to organize information in a graphic organizer for main idea/details, compare/contrast plots, cause/effect, and sequence of events.

Writing to Communicate

Students continue to use the writing process to produce a variety of different pieces. A major focus this term has been to learn the organizational strategies appropriate to expository writing. These pieces should be organized in a logical manner and have language appropriate to the intended audience. Students are expected to spell assigned words correctly in all written work and use their knowledge of structural analysis to spell new words. Grade-level appropriate use of proper mechanics, word usage, spelling, and proofreading resources are applied when editing. Students reread work carefully in order to revise. They look for: Sentence variety, awkward language (e.g., sentence fragments, missing words, repetitive language, etc.), needed details, extraneous details, and proper paragraphing. Text is moved to improve organization of a piece and to strengthen paragraphs. Students can discuss their own work and make revisions based on constructive suggestions. Manuscript and/or cursive penmanship should be legible. To ensure this, consistent letter formation, uniform size/proportion, consistent spacing between letters and words with uniform slant/alignment is expected.

Mathematics

By the end of the year in grade 4, students are expected to be proficient in knowing the basic facts for addition, subtraction, and multiplication (responds with correct answer in 3 seconds). They should be able to add and subtract up to 4-digit numbers with regrouping and are developing their knowledge of multiplication of 2-digit by 2-digit numbers. Fraction number sense is being developed as they add and subtract fractions, order and compare decimals with tenths and hundredths, identify and understand what a mixed number is, and be able to represent their thinking using concrete, pictorial, or symbolic models. Measurement skills focused on understanding when to use milliliters, liters, or centimeters. Patterning work included analyzing and extending patterns that grow at a constant rate. Data analysis work focused on recording data in different ways (different types of graphs), interpreting the data, and making predictions or inferences based on the data. In probability students learned that there are two types of probability – experimental probability (what actually happens) and theoretical probability (what should happen based on the mathematics). They predict the likelihood of something that occurs as the result of an outcome of an experiment. Finally, students continue to develop their problem solving skills and improve their communication skills using words, pictures, graphs, charts, and/or tables