

# **MANSFIELD PUBLIC SCHOOLS**

## **Progress Report**

### **Grade Four - March**

#### **Reading to Understand**

During this marking period, students have continued to work on decoding, fluency, vocabulary and comprehension skills and strategies. They can use sounds for letter patterns common to multi-syllable or low frequency words (e.g., ch as in machinery, chemistry, and chip) and a wide range of suffixes and prefixes (-ible, -able, -ed, -ing, re-, ex-, pre-, con-, com-, mis-) to decode words. Fluency is enhanced when students automatically recognize many regular and irregular words. They can read aloud grade level text accurately, using appropriate pacing, phrasing, and expression. Students are expected to adjust reading rate to match the difficulty of text, type of text, and purpose for reading (e.g., skimming for facts, scanning for key words, careful reading for understanding of new or complex ideas). Vocabulary continues to develop as students define words and concepts necessary to understand content area topics; infer word meanings from context clues; and use context to understand words with more than one pronunciation (e.g., object versus to object). The use of a variety of comprehension skills and strategies is expected at this time. As they read, students make valid inferences about character(s), setting, events, and justify inferences with text evidence. They can locate evidence from the text to support a conclusion and cite text-based support (e.g., evidence that a character is brave; evidence that a character is treated unfairly). They can make text connections; organize information in a graphic organizer; and support a personal opinion or judgment with text based reasons about what is read, heard, or viewed. Students provide text supported oral and written responses to indicate understanding of what has been read. They can also explain the meaning of similes, personification, and the use of interesting words (author's word choice). Study skills such as using various resources and reference materials (e.g., glossaries, dictionaries, indices, websites, and thesauruses) to locate information have been taught.

#### **Writing to Communicate**

Students continue to write in a variety of modes for different purposes. Students are writing compositions that are organized, elaborated, fluent, and include vocabulary appropriate to the intended audience. The focus has been on the narrative mode as they write logically organized pieces that have an inviting introduction, logical sequence of events, and a probable conclusion. Written fluency is enhanced when students use a variety of sentences of varying lengths, structures, and beginnings; and appropriate transitional words and phrases. Students elaborate written pieces by incorporating details relevant to the topic and by using precise language when writing (e.g., figurative language, vivid verbs, precise nouns). Students are expected to apply spelling skills to all written work and to consistently spell assigned words correctly. They edit their work for subject verb agreement; consistent tense; and for correct use of to/two/too, their/there/they're, and your/you're. Students carefully reread work to see if revisions are needed. They look for sentence variety, awkward language (e.g., sentence fragments, missing words, repetitive language, etc.), needed details, and remove extraneous details when revising. Students can identify paragraphs and move text to organize and/or strengthen a written piece. They can discuss their own work and make revisions based 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**

At this point in fourth grade the focus is on the four mathematical operations and becoming more efficient when computing. It is expected that all students have a mastery of their basic addition, subtraction, and multiplication facts (0-5) at this point (responds with correct answer in 3 seconds) so that they can use these skills as they compute. Addition and subtraction strategies are discussed and practiced while multiplication and division concepts are being investigated and practiced. Students are building understandings of the inverse relationship of multiplication and division. Estimation strategies with larger numbers are used to help determine the reasonableness of an answer. Fraction concepts focused on understanding of equivalent fractions in a variety of contexts (egg cartons, ruler, clocks). Students learn that the number sense of whole numbers does not apply when adding and subtracting fractions. The geometry unit has students working with 2-dimensional and 3-dimensional shapes as they investigate the concepts of congruence and similarity. Students are able to predict and describe what happens as a result of a flip, turn, or slide. Measurement topics such as computing elapsed time, converting measures of length (inches, feet, yards), and measuring lengths using customary and metric units have been the focus. Patterning work includes exploring a pattern and determining the rule for it. Data analysis work focuses on recording data in different ways (different types of graphs), interpreting the data, and making predictions or inferences based on the data. Math games provide continued practice as students predict and represent all possible outcomes to make a more informed decision. Problem solving situations require students to solve one and two step problems. Students' math thinking is communicated through words, pictures, numbers, and/or charts.