

MANSFIELD PUBLIC SCHOOLS

Progress Report

Grade 4 - November

Reading to Understand

Students read a wide range of texts for a variety of purposes in grade 4. During this marking period, they have been working on decoding, fluency, vocabulary and comprehension skills and strategies. When decoding, students are expected to recognize and apply knowledge of phonetic patterns and irregularities; know short and long vowel sounds; r controlled vowels; and syllabication rules taught. They apply these skills when reading in order to monitor and self-correct for accuracy. Fluent and accurate reading with minimal repetitions, errors and self-corrections is expected at this time of year. Students read at an appropriate rate when reading orally and/or silently, and use appropriate intonation and phrasing when reading orally. Vocabulary development is on-going. They can read all words on the Bedrock Lists with automaticity and explain and use grade-level vocabulary, including content area words correctly. They incorporate and recognize new vocabulary in reading and speaking, infer word meaning from context clues, and identify and use words that have multiple meanings. Students are expected to explain common homophones; use adjectives correctly and appropriately; and infer word meanings from common roots, prefixes, suffixes and derivations. Independent use of a variety of comprehension skills and strategies is expected at grade 4. Monitoring comprehension and correcting misunderstandings; using appropriate strategies before, during and after reading; and interpreting, analyzing and evaluating text in order to extend meaning and appreciation is a focus. Students also provide text supported oral and written responses that indicate understanding. Study skills such as using text features, organizing information, and using various reference materials are stressed.

Writing to Communicate

During the first marking period, students are writing in a variety of modes for different purposes. Students are writing pieces that are organized, have elaboration, fluency, and use vocabulary appropriate to the intended audience. Narrative writing is a major focus at this time of year. Students are expected to apply spelling skills to all written work and to consistently spell assigned words correctly. Knowledge of editing and revising skills to improve own writing or to select corrections for another author's work is an expectation. Recognizing and applying correct capitalization, punctuation, grammar (subject/verb agreement when verb immediately follows the subject), correcting sentence structure, and spelling is expected. Reviewing written work in order to revise is learned by this time of year. Students reread written pieces to see if revision is needed in the areas of organization, fluency, and elaboration. They are also expected to identify and use words appropriate to the type of text incorporating a variety of sentence types and structures when drafting and/or revising. 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

In grade 4 students extend their numeracy skills by reading, ordering, and comparing numbers to 1,000. Place value knowledge grows as they correctly name place value positions of numbers and compose and decompose numbers to the thousands. By this time in fourth grade, students are expected to have mastered the addition and subtraction facts and multiplication facts to 5. Students should be applying the commutative property ($a \times b = b \times a$), identity property ($a \times 1 = a$), and distributive properties of multiplication ($a \times (b + c) = ab + ac$). Students are developing strategies for multiplying a 2-digit number by a 1-digit number. In geometry, students are identifying, describing, and comparing two dimensional shapes and identifying right, acute, and obtuse angles. They compare and classify triangles and quadrilaterals by attributes of sides and angles. Students have been selecting the most appropriate tool and/or unit of measure for a given situation while carrying out simple conversions within the metric and US systems. When working with perimeter and area, students are learning when the size of the unit of measurement changes, the number of units decrease as the size of the unit increases. Work with estimation continues to develop as students work with measuring. Describing, extending, and making generalizations about growing patterns builds a foundation for algebraic thinking. Data analysis occurs as students represent, analyze, and make generalizations and predictions based on data represented in a graph, chart, or table. The focus in problem solving is using efficient strategies to solve word problems, as well as effectively communicating thinking both orally and in writing. Written representations include making a diagram or chart by drawing and labeling pictures that clearly explain their thinking.