

# 4<sup>th</sup> Grade Quarter 2 Report Card Details

Along with previously introduced standards, this quarter we will focus on:

## **ENGLISH/LANGUAGE ARTS**

### **Reading Foundational Skills**

- **Phonics and Word Recognition** - decoding skills & sight word recognition
- **Fluency** - reading level R texts with accuracy, appropriate rate & expression

### **Reading Literature**

- **Craft and Structure** - Determine meanings of words and phrases in text, explaining major differences between structural elements in text (ex. Stanzas vs. paragraphs vs. lines in play), and compare and contrast point of view (1<sup>st</sup> and 3<sup>rd</sup> person)

### **Reading Informational**

- **Craft and Structure** - identify & use text features (ex. captions, photographs, labels etc); determine the meaning of unknown words/phrases, compare and contrast first hand and second hand account of same event

### **Writing**

- **Text Types and Purposes** - Opinion: Choose a point of view, support with facts, and provide closure
- **Production and Distribution of Writing** - With guidance and support, students are able to take a writing piece through the writing process, including revising, editing & publishing, use technology to produce writing

### **Language**

- **Conventions of Standard English** - Correct usage of progressive verbs and helping/linking verbs (ex. can, may, must) to convey various conditions within writing; ; use legible cursive handwriting; correct usage capitalization & ending punctuation; apply spelling rules
- **Knowledge of Language** - choose words and phrases to convey ideas precisely; choose punctuation for effect; differentiate between contexts that call for formal English and situations where informal discourse is appropriate
- **Vocabulary Acquisition and Use** - use context clues to determine meaning of words/phrases; determine the correct meaning of multiple meaning words, use common Greek and Latin prefixes and suffixes to understand meaning of words; understand figurative language, use reference materials

### **Speaking and Listening**

- **Comprehension and Collaboration** - participate in collaborative discussions in a variety of settings/groupings (i.e. partners, small groups, whole class); build on others' ideas; seek clarification when needed; recount key ideas & details from information presented orally
- **Presentation of Knowledge and Ideas** - speak clearly & audibly using complete & coherent sentences with correct subject/verb agreement; report on a topic or text

# MATHEMATICS

## Operations and Algebraic Thinking

- **Use operations with whole numbers to solve problems**
  - Interpret a multiplication equation as a comparison; solve comparison problems
  - Solve multi-step word problems with all 4 arithmetic operations (addition, subtraction, multiplication, and division), using a variable to represent the unknown quantity
  - Assess the reasonableness of answers using mental computation and estimation strategies including rounding

## Number and Operations in Base Ten

- **Use place value understanding and properties of operations to perform multi-digit arithmetic**
  - Multiply a whole number of up to 4 digits by a 1-digit number, and multiply two 2-digit numbers using strategies such as partial products, area models, and arrays.
  - Divide a whole number of up to 4 digits by a 1-digit whole number using strategies such as partial quotients and the relationship between multiplication and division.

## Number and Operations: Fractions

- **Extend understanding of fraction equivalence and ordering**
  - Recognize and generate equivalent fractions; explain the meaning of fraction equivalence
  - Compare fractions using strategies based on fraction sense and visualization

## Standards for Mathematical Practice

Students are given multiple opportunities to acquire and use skills that support the development of critical thinking and application in math. These "process skills" are taught within all of the above math standards. Your child will be developing the following "process skills" throughout the year:

persevering in problem solving; communicating thinking and abstract reasoning; justifying answers; using tools, patterns, and objects to model and solve problems appropriately

The following assessment methods may be utilized to determine your child's progress toward mastery of the second quarter standards:

- ✓ common written assessments (formative and summative)
- ✓ student performance and participation during class activities and discussions
- ✓ performance tasks
- ✓ teacher observation (whole group and small group)
- ✓ one-on-one assessments (teacher and student)
- ✓ class work, projects, and writing samples

Students who *consistently demonstrate mastery* of standards through regular classroom instruction and assessment will receive a score of "3" (meets standard). Students who consistently demonstrate mastery and *independently demonstrate the ability to exceed* the standard may receive a score of 4 in a given area.