

# 4<sup>th</sup> Grade Quarter 4 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** - read level 5 text with accuracy, appropriate rate & expression

### **Reading Literature**

- **Range of Reading and Level of Text Complexity** - read and comprehend various types of literature by the year's end

### **Reading Informational**

- **Range of Reading and Level of Text Complexity** - read and comprehend various types of informational texts by the year's end

### **Writing**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting) for different purposes (opinion, narrative, and informative).

### **Language**

- **Conventions of Standard English** - apply correct usage of grammar skills within writing; use legible cursive handwriting; use capitalization and ending punctuation correctly; 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 and details from information presented orally
- **Presentation of Knowledge and Ideas** - speak clearly and audibly using complete and coherent sentences with correct subject/verb agreement

# MATHEMATICS

## Measurement and Data

- **Area and Perimeter**
  - Calculate the area and perimeter of rectangles; when given the area or perimeter of a rectangle, calculate an unknown dimension, such as length or width. *For example, a rectangular yard has an area of 128 square meters. A) If the length of the yard is 8 meters, what is the width of the yard? B) Calculate the perimeter of this yard.*
  - Decompose irregular, rectilinear polygons (i.e., shapes including right angles only) into non-overlapping rectangles and add the areas of the non-overlapping parts.

## Geometry

- **Properties of two-dimensional figures**
  - Draw and identify points, lines, rays, angles, and parallel and perpendicular lines
  - Recognize right triangles
  - Classify angles as acute, right, and obtuse in two dimensional figures
  - Identify and draw lines of symmetry for a two-dimensional figure
- **Angles** - measure angles with protractors and solve angle problems involving addition and subtraction. *For example, the hands of an analog clock show that the current time is 3:00. What is the measure of the angle formed by the clock's hands? The minute hand rotates  $60^\circ$ ; how many minutes pass during this rotation?*

## 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 fourth 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.