4th Grade Quarter 3 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 S on-level text with accuracy, appropriate rate and expression

Reading Literature

- **Integration of Knowledge and Ideas** – make connections between texts, oral, and visual presentations; compare and contrast topics, themes, and events in different **literary** texts

Reading Informational

- **Integrations of Knowledge and Ideas** – within nonfiction texts, understand and explain information presented visually, orally or quantitatively; explain how an author uses evidence to support his/her point of view; integrate information from two texts to write/speak knowledgeably

Writing

- **Text Types and Purposes** – continue working on narrative, **informative/explanatory**, and opinion
- **Production and Distribution of Writing** - With guidance and support, students are able to take a writing piece through the writing process, including revising, editing and publishing

Language

- **Conventions of Standard English** – correct usage of prepositional phrases, relative adverbs, and relative pronouns in writing; use legible cursive handwriting; correct usage of capitalization and 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; paraphrase portions of text read aloud; identify reasons to support particular points.
- **Presentation of Knowledge and Ideas** – speak **clearly** and **audibly** using complete and coherent sentences with correct subject/verb agreement; use audio recordings/visual displays; differentiate formal and informal speaking situations

MATHEMATICS

Number and Operations - Fractions

- **Express fractions with a denominator of 10 as an equivalent fraction with a denominator of 100 (ex: $\frac{2}{10} = \frac{20}{100}$); write fractions in expanded form (ex: $\frac{43}{100} = \frac{4}{10} + \frac{3}{100}$)**
- **Rename decimals as fractions with denominators of 10 or 100**
  - **(ex: 0.7 = $\frac{7}{10}$ and 0.34 = $\frac{34}{100}$)**
- **Compare decimals to hundredths using visual models**
- **Build fractions from unit fractions** *(a unit fraction has a numerator of 1)*
  - Understand that a non-unit fraction (like $\frac{3}{4}$) is the sum of its unit fractions ($\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$)
  - Add and subtract fractions with like denominators as well as mixed numbers with like denominators, including word problems
  - Decompose fractions in more than one way into sums of fractions with the same denominator
  - Translate between mixed number and improper fractions, including in word problems
- **Multiply a fraction by a whole number**
  - Understand the concept of multiplying a fraction by a whole number as repeated addition of fractions (ex: $\frac{2}{3} \times 3 = \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$)
  - Use visual models and equations to solve multiplication problems involving a fraction and a whole number

Measurement & Data

- **Measurement**
  - Convert larger units of measurement to smaller units (km – m – cm; kg – g; lb – oz; l – ml; hr – min – sec) using multiplicative reasoning (ex: 1 lb = 16 oz, so 3 lb = 16 x 3 oz, or 48 oz)
  - Use addition, subtraction, multiplication, division to solve problems involving measurement units

Geometry

- **Solve problems with line plots and fractions.**
  - Make a line plot to display a data set of measurements in fractions of a unit
  - Solve problems involving the addition and subtraction of fractions using common denominators by using information presented in line plot.

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 third 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.