



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

FOURTH GRADE

Elementary Progress Report Overview

In the Elementary Progress Reports, a student’s academic progress may be indicated by any level at a given marking period, i.e., a student can receive a 3 or 4 for the first marking period if he/she has demonstrated that level of understanding. Since some concepts and skills are presented only at certain times during the school year, parents should expect to see some “NA”s on a student’s progress report for the first marking period. This should be expected and not a concern.

Academic Key	
4	Exceeds grade level standard
3	Meets grade level standard
2	Developing towards grade level standard
1	Does not yet meet grade level standard (needs to develop)
NA	Not assessed at this time

Work Habits and Social Development are reported on three levels, allowing students who are demonstrating a higher level to be recognized.

Work Habits/Social Development Key	
O	Outstanding
S	Satisfactory
N	Needs Improvement

Progress Reports are sent home in November, March, and June following our three marking periods.

Note for Students with an IEP or 504 Plan

If your child has an Individual Education Plan or 504 Accommodation Plan, this progress report will reflect any modifications in grading, course content, or student expectations that have been specified by the Planning and Placement Team.

English Language Arts

Building the stamina and skills to read challenging literature and informational texts is fundamental in 4th grade. Word study and vocabulary development will continue to build through further analysis of Greek and Latin roots. Your child will continue to learn about the world, as well as build vocabulary skills by reading more complex stories and poems from different cultures and a range of books on a variety of genres. Fourth grade students will make important strides in their ability to explain what a book says — both explicitly and through inferences implied from its details. They will compare and contrast similar themes and gather information from analysis of first and second hand accounts of an event. By 4th grade, your child will be writing effective summaries, informational reports, and opinions on various topics continuing to utilize print and digital resources. They will produce writing that is well developed, organized, and appropriate to the task, purpose, and audience. Speaking and writing will demonstrate a command of grade-level conventions of Standard English grammar and usage.



Mathematics

In 4th grade, your child will gain important new skills while continuing to build on what he or she learned the previous year. One of the main areas studied in 4th grade is arithmetic and applying it to solve problems. This is an important life skill, and your child should make significant strides in this area during the year. Your child will also build knowledge and skills with fractions to prepare for mastering this topic in 5th and 6th grades. These skills will help ensure your child is ready for algebra and advanced math.

In Fourth Grade, your child will:

- Use whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements;
- Add and subtract whole numbers quickly and accurately (numbers up to 1 million);
- Multiply and divide multi-digit numbers in simple cases (e.g., multiplying $1,638 \times 7$ or 24×17 , and dividing 6,966 by 6);
- Understand and apply equivalent fractions (e.g., recognizing that $\frac{1}{4}$ is less than $\frac{3}{8}$ because $\frac{2}{8}$ is less than $\frac{3}{8}$);
- Add, subtract, and multiply fractions in simple cases (such as $2\frac{3}{4} - 1\frac{1}{4}$ or $3 \times \frac{5}{8}$) and solve related word problems
- Understand simple decimals in terms of fractions (e.g., rewriting 0.62 as $\frac{62}{100}$); and
- Measure angles and find unknown angles in a diagram.



Science

Learning science is an active process. Students of science ask questions, make observations, and gather information to make sense of the world around them and design solutions to problems. Students engage in inquiry-oriented instruction to build science knowledge, to learn to work collaboratively, and to communicate ideas utilizing critical thinking skills.

In Fourth Grade your child will:

- Analyze the structure and function of the human senses and the signals they perceive
- Observe the effects of weathering and erosion
- Describe how the sun's energy impacts the water cycle
- Describe how animals directly or indirectly depend on plants to provide the energy they need to grow and survive
- Investigate and make observations that energy can be transferred from place to place by sound, light, heat, and electric currents
- Analyze how natural phenomena and human activity may cause changes to habitats and their inhabitants
- Provide evidence, based on data, to support explanations or design solutions
- Develop, communicate, and revise possible solutions to problems



Social Studies

Throughout the grades, students will be learning much of their Social Studies content during their English Language Arts period. A large part of the Connecticut Core State Standards is reading non-fiction and informational writing.

We revised our Social Studies Curriculum this year to include new topics in Fourth Grade:

- Regions and Native Americans for each region
- Comparing us to others in the US and the World



Students will explore non-fiction books and magazines while examining Native American books and books about the Regions.

Art

It is the goal of the elementary art department to provide students with an exceptional art education. We seek to nurture the artistry and creativity in all our students by providing experiences that are fun, rewarding, and challenging. Our commitment is to also create within students a sense of pride and worth in their artistic abilities. Art is an expressive form of non-verbal communication important to the total education of the student in the Monroe Public Schools.



Physical Education

Our Physical Education program is based on acquiring knowledge and skills as a foundation for engaging in physical activity. The purpose of our physical education classes is to give all students the necessary tools to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. Physical education is a sequential educational program based on physical activities undertaken in an active, safe, and supportive atmosphere in which every student is challenged and successful.



Music

As a department, we are committed to providing all students with a quality education in music and performing arts.

In 4th, students will be evaluated on:

Effort

Creating: Creates musical improvisations, compositions, or arrangements within specified guidelines

Performing: Sings and plays instruments with accuracy, appropriate technique, and expression; reads and writes grade-level pitches and rhythms

Responding: Describes musical concepts by using grade-level terminology, using the elements of music, and moving to music

It is our sincere hope that through high quality music educational opportunities using traditional, experiential, and creative instructional experiences, all students will become inquisitive, lifelong learners with the 21st century skills necessary to be successful.



Comments:

Each marking period, teachers will write comments sharing more specific details or examples about student performance.