

FOURTH GRADE PROGRESSION OF LEARNING

ACADEMY OF THE SACRED HEART

4



DEAR PRESCHOOL AND LOWER SCHOOL PARENTS,

Welcome to the new school year, we look forward to partnering with you! It is my hope that the Fourth Grade Progression of Learning provides parents with an overview of the curriculum, concepts, and skills introduced at each grade level.

Each semester, faculty will consistently connect with you with the intent to share the curriculum and programs, provide information on your daughter's growth and progress, and to gather your feedback and questions.

- In August, we will host Preschool and Lower School Open Houses.
- Mid-year grade level teams will host parent events on either academic, social, or emotional topics designed specifically for each grade level.
- Mid-semester, faculty and parents will meet on campus for Parent Teacher Conferences to discuss the goals and progress of your daughter. Faculty will share student work samples, student self reflections, and grade level tools for reporting.
- At the end of each semester, progress reports can be accessed via the parent portal with optional conferences available.

I hope you find this resource informative as you begin the Fourth Grade journey with your daughter and her teacher.

Sincerely,
Shara Hammet
Preschool and Lower School Division Head

PRESCHOOL & LOWER SCHOOL INTEGRATED APPROACH TO LITERACY AND WRITTEN LANGUAGE

Our approach to literacy offers Preschool and Lower School students systematic, code focused instruction that is engaging, cohesive, and differentiated. Comprehension is taught purposefully and explicitly, teaching students the strategies necessary to understand and find joy in reading. Our approach utilizes culturally sustaining texts in the context of purposeful activities.

Fourth Grade instruction includes the integration of Teachers College Reading and Writing Units of Study, Book Clubs, Wordly Wise, and Grammar Workshop. This integrated and intentional approach provides opportunities to develop reading skills through the practice of a strategy presented in a mini-lesson, guided practice with a small group, development of written literacy, opportunities to read and explore a text with the whole class, and the development of vocabulary and comprehension via read alouds.

Students benefit from instruction that builds the foundation for literacy with explicit, teacher directed instruction while providing the opportunity for increased independence as students independently extend literacy through engagement with texts that they can and want to read. Determining the needs of our students means asking the right questions about our students and positioning teachers as guides who consistently inquire about the optimal balance of instructional practices for their current students.

Students need developmentally appropriate, precise instruction about every strand of literacy including letters, patterns, vocabulary, usage, and comprehension. In addition, students receive instruction that includes clear modeling, plenty of practice and feedback.

Frequent informal and formal assessment and data collection (Fountas & Pinnell Benchmark Assessment System, running records, high-frequency words assessments, and observations) are used to collect information on readers and writers. Teachers are able to use data to make frequent and subtle adjustments to each student's reading instruction. This flexible and responsive approach to literacy instruction allows teachers to best support each student's reading and writing development.



THROUGHOUT THE COURSE OF THE YEAR, FOURTH GRADE STUDENTS WILL BE ASSESSED ON HOW THEY:

- Read with sufficient fluency and accuracy
- Read on-level fiction and nonfiction text with purpose and understanding
- Understand and apply multiple meanings of new and complex vocabulary
- Know and apply grade-level phonics and word analysis in decoding multisyllabic words in context and out of context
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Refer to details and examples in a fiction text when explicitly referring to the text as well as when drawing references
- Refer to details and examples in a nonfiction text when explicitly referring to the text as well as when drawing inferences
- Summarize both fiction and nonfiction texts clearly and succinctly to demonstrate understanding
- Determine themes in stories using a variety of evidence from the text
- Describe in depth story elements such as characters, setting, and events drawing on specific details from the text
- Compare and contrast the point of view from which different stories are narrated (i.e. first- and third-person narration)
- Determine the main idea of a nonfiction text and explain how it is supported by key details
- Describe overall text structure in nonfiction (i.e. chronology, comparison, cause/effect, problem/ solution) of events, concepts, or information in a text or in part of a text
- Interpret information presented in nonfiction text features (e.g. charts, graphs, diagrams, timelines, animations, interactive elements, index, glossary)
- Apply knowledge of spelling concepts to new and complex vocabulary
- Spell grade-appropriate irregularly spelled words (high-frequency words)
- Demonstrate correct usage of capitalization and punctuation
- Produce simple, compound, and complex sentences, recognizing and correcting inappropriate fragments and run-ons
- Produce writing in organized, structures paragraphs,
- Write about various topics or texts, supporting a point of view with reasons and examples
- Introduce topics clearly when stating an opinion, or writing it to inform
- Use transition words and phrases to connect ideas and paragraphs
- Provide a concluding statement or section related to an opinion or informative writing
- Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to a topic
- Link ideas within categories of information using words and phrases
- Use precise language and domain-specific vocabulary and writing
- Write narrative using descriptive detail and clear event sequences
- Establish elements of a narrative including characters, setting, and plot
- Use dialogue and description to develop characters, setting, and plot
- Provide a conclusion that follows the narrated experiences or events
- Develop and strengthen writing as needed by planning, revising, and editing
- Write routinely over extended time frames and shorter time frames (e.g. writing stamina)

OVERVIEW OF LITERACY CONCEPTS & SKILLS

Over the course of the year, Fourth Grade students will be introduced to many literacy concepts and skills. These include, but are not limited to, the following:

- Describe and explain story elements in depth (characters, setting, plot)
- Determine basic themes in literature
- Synthesize reading across a literary work (fiction) and across various texts (nonfiction)
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Differentiate between different points of view in a literary piece (first and third person narrations)
- Utilize common nonfiction text structures (chronological, problem/solution, cause and effect, compare/contrast, and main idea/details) to interpret and comprehend various forms of nonfiction.
- Explain events from a novel as they relate to the historical context
- Interpret information presented visually, orally, and quantitatively (nonfiction)
- Apply phonics, word analysis skills, syllabication patterns, and morphology to decode and accurately read unfamiliar multisyllabic words
- Read orally with accuracy, appropriate rate, and expression
- Use context to self correct when reading
- Build academic vocabulary through real world application
- Understand of multiple points of view
- Collaborate with multiple resources and with peers
- Read in multiple formats
- Investigate literacy - visual, cultural, media, digital, and ethical
- Problem solve through design, implementation, and reflection

OVERVIEW OF WRITTEN LANGUAGE CONCEPTS & SKILLS

During Fourth Grade, students will be introduced to many written language concepts and skills. These include, but are not limited to, the following:

Realistic Fiction, Personal & Persuasive Essays, Bringing History to Life, Literary Essay

- Develop characters with struggles and motivations
- Plan and draft a realistic plot
- Gather, organize, and use evidence to support an opinion
- Use factual details and evidence to describe historical events
- Apply persuasive writing skills to literary essays on fiction texts
- Identify audience and purpose of writing
- Utilize the revising and editing processes to make writing ready for others to read
- Apply proper mechanics, conventions, and grammar to independent writing
- Spell according to known patterns and use resources to spell unknown words
- Master cursive handwriting
- Improve typing skills and word processor literacy
- Inquire, think critically, and gain knowledge: selection, evaluation, and application of resources

PRESCHOOL & LOWER SCHOOL APPROACH TO MATHEMATICS

The Academy of the Sacred Heart faculty facilitate lessons that encourage mathematical engagement, apply the creative use of visual models, and encourage students to problem solve and persevere through complex problems. Teachers facilitate whole and small group instruction, work one-on-one with students, and foster collaboration by providing students with many opportunities to actively engage with their peers.

Fourth grade uses Math in Focus Singapore Math as the core curriculum. This curriculum provides carefully constructed learning experiences that develop a deep understanding and critical thinking skills at increasingly rigorous levels.

What is the Singapore Math™ Method?

The Singapore Math method is focused on mastery, which is achieved through the intentional sequencing of concepts. Students in prekindergarten through fourth grade learn to think mathematically, relying on their depth of knowledge gained in previous lessons and units. Because students think through concepts and apply them in new ways, students are pushed to greater engagement and broader thinking as they approach variations of problem types previously encountered.

The use of the concrete, pictorial, and abstract progression includes the use of concrete materials such as place value materials and visual representations such as bar models to make connections and develop a deeper mathematical understanding.

Mathematical problem solving lies at the heart of the Singapore Math Approach along with the development of key aspects including concepts, skills, processes, metacognition, and attitudes.

The development of mathematical habits are integrated within the grade level activities, explorations, practice, and discussions each day. This includes the ability to:

- Persevere in solving problems
- Construct viable arguments
- Use tools strategically
- Make use of structure
- Use mathematical models
- Use precise mathematical language
- Look for patterns

This focuses on the importance of processes and proficiency in mathematics and builds the student's problem-solving and communication skills, as well as the ability to reason, make connections, and see relationships.

THROUGHOUT THE COURSE OF THE YEAR, FOURTH GRADE STUDENTS WILL BE ASSESSED ON HOW THEY:

- Understand place value up to 1,000,000
- Apply place value understanding to multi-digit arithmetic
- Extend understanding of fraction equivalent and ordering
- Build fractions from unit fractions
- Understand and compare decimal notation
- Generate and analyzes patterns

- Solve problems using conversion of measurements
- Represent and interpret data
- Draw and identify lines and angles
- Measure angles using a protractor
- Relate area to operations of multiplication and addition
- Use the four operations to solve multiple step problems
- Apply problem-solving strategies
- Fluently multiply and divide basic facts
- Explain mathematical thinking clearly and precisely

OVERVIEW OF FOURTH GRADE MATH CONCEPTS & SKILLS CONCEPTS

During Fourth Grade, students will be introduced to:

- Determine differences between digits, places, and numbers
- Explain place value up to 1,000,000 and comparing using knowledge
- Read and write numbers to 1,000,000
- Round numbers to 1,000,000
- Describe numbers that have a digit one place to the right as ten times more
- Fluently add and subtract with multi-digit whole numbers up to 1,000,000
- Generate and analyze patterns with shapes and numbers
- Multiply up to four digit by one digit
- Multiply two digit by two digit
- Divide with four digit dividends and 1 digit divisors
- Multiply and divide multi-digit numbers using traditional methods
- Solve multiple step word problems using four operations
- Interpret multiplicative equations as comparisons
- Gain familiarity with factors and multiples up to 100
- Determine whether a number is prime or composite
- Explain fraction equivalencies
- Compare two fractions with different numerators and denominators
- Add and subtract fractions and mixed numbers with common denominators
- Decompose fractions using unit fraction
- Multiply a fraction and a whole number
- Use decimal notation for fractions with tenths and hundredths
- Compare tenths and hundredths in both fractions and decimal form
- Convert measurements using metric and US customary systems
- Solve perimeter, irregular perimeter, area, and irregular area problems
- Make line plots with whole numbers and fractions
- Recognize acute, right, obtuse, straight and reflex angles
- Recognize angles as two rays that share a common endpoint and measures as additives
- Measure angles using a protractor
- Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines
- Classify two dimensional figures
- Recognize lines of symmetry with two-dimensional figures

SOCIAL STUDIES

The Academy of the Sacred Heart Preschool and Lower School Social Studies Program is an integrative approach that incorporates civics, economics, geography, and history with designated social studies time allotted each week across all grade levels. Curriculum and programs are aligned with the mission goals and criteria of the school through which students form the foundational skills that prepare them to participate respectfully and intelligently in society. Hallmarks of the program include:

- Meaningful, tangible, and engaging learning opportunities
- Strong foundation for inquiry using research, debates, discussions, and projects of all varieties
- Access to multiple resources-including, but not limited to, books, images, speakers, and field trips
- Students as digital citizen and global citizens
- Informational, visual, cultural, and economic literacy
- Partnerships and collaboration among faculty, enrichment teachers, and community resources

ENRICHMENT HUB

Please visit the Enrichment Hub on the parent portal resource page where you can learn more about Religion, Art, Music, Science, Technology, P.E., Library, and French classes. The Enrichment Hub details the skills and concepts introduced at each grade level and even gives you a tour of the enrichment classrooms!

Highlights from Fourth Grade*

Smock Patrol • Snack Shack • Third & Fourth Grade Clubs
• Rosary Innovation Lab • Saints Museum • Intramurals
• Google Classroom • Pixie Dolls • French Quarter Field
Trip • Passing of the Plaid • Fourth Grade Liturgy •
Palette Art Show • French Play

**Subject to change*



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