Grade 4 English Language Arts

Important Notes

o   For a level 3 and 4 in the **Reading: Literature and Informational Text Indicators,** the student must be able to apply the skills specified on the rubric using a grade level text. If a student is reading an above grade level text they still need to demonstrate the specific skills on the rubric to achieve a level 3 or 4.
o   For all indicators, the specific skills to incorporate into each score are only listed under "3." A "4" includes all of the criteria of a 3, plus the additional criteria of a "4".

Reading: Literature and Informational Text

Report Card Indicator:	Refers to details and examples when explaining a text and drawing inferences			
Standard:	RL.4.1, RI.4.1			
Trimester	1	2	3	4

1	Little or no understanding of what has been read

Unable to ask/answer questions, either literal or inferential, concerning key details in a text | Requires prompting and support to ask/answer questions concerning key details in fiction/informational text

May be able to ask/answer literal questions but needs more prompting and support for inferential | Independently asks/answers literal and <u>some</u> inferential questions concerning key details for both fiction/informational on a grade level referring to details and examples from the text
● Character development
● Setting
● Events/plot | Independently and consistently asks/answers literal and inferential questions concerning purposeful/insightful key details for both fiction and informational texts |
| 2 | Little or no understanding of what has been read

Unable to ask/answer questions, either literal or inferential, concerning key details in a text | Requires prompting and support to ask/answer questions concerning key details in fiction/informational text

May be able to ask/answer literal questions but needs more prompting and support for inferential | Independently asks/answers literal and <u>most</u> inferential questions concerning key details for both fiction/informational on a grade level referring to details and examples from the text
● Character development
● Setting
● Events/plot
● Information | Independently and consistently asks/answers literal and inferential questions concerning purposeful/insightful key details for both fiction and informational texts |

3	Little or no understanding of what has been read Unable to ask/answer questions, either literal or inferential, concerning key details in a text	Requires prompting and support to ask/answer questions concerning key details in fiction/informational text May be able to ask/answer literal questions but needs more prompting and support for inferential	Independently asks/answers literal and <u>most</u> inferential questions concerning key details for both fiction/informational on grade level referring to details and examples from the text ● Character development ● Setting ● Events/plot ● Information	Independently and consistently asks/answers literal and inferential questions concerning purposeful/insightful key details for both fiction and informational texts

Report Card Indicator: Determines the theme in a text, including details (Inc. summarizes the text)				
Standard: RL.4.2				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	Unable to summarize a fictional text to determine the theme and explain how it is supported by key details	Requires prompting and support to summarize a fiction text to determine the theme and explain how it is supported by some key details	Independently able to summarize a grade level fiction text to determine the theme and explain how it is supported by some key details	Independently and consistently able to summarize a fiction text to determine the theme of a story and is able to explain how it is supported by the text using <u>essential</u> key details

3	Unable to summarize a fictional text to determine the theme and explain how it is supported by key details	Requires prompting and support to summarize a fiction text to determine the theme and explain how it is supported by some key details	Independently able to summarize a grade level fiction text to determine the theme and explain how it is supported by some key details	Independently and consistently able to summarize a fiction text to determine the theme of a story and is able to explain how it is supported by the text using <u>essential</u> key details

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Report Card Indicator: Determines the main idea in an informational text, including details (Inc. summarizes the text)				
Standard: RI.4.2				
Trimester	1	2	3	4
1	Unable to summarize an informational text to determine the main idea and explain how it is supported by key details	Requires prompting and support to summarize an informational text to determine the main idea and explain how it is supported by some key details	Independently summarizes a grade level informational text to determine the main idea and explain how it is supported by some key details	Independently and consistently summarizes an informational text to determine the main idea(s) of a text and is able to explain how it is supported by the text using <u>essential</u> key details
2	Unable to summarize an informational text to determine the main idea and explain how it is supported by key details	Requires prompting and support to summarize an informational text to determine the main idea and explain how it is supported by some key details	Independently summarizes a grade level informational text to determine the main idea and explain how it is supported by some key details	Independently and consistently summarizes an informational text to determine the main idea(s) of a text and is able to explain how it is supported by the text using <u>essential</u> key details
3	Unable to summarize an informational text to determine the main idea and explain how it is supported by key details	Requires prompting and support to summarize an informational text to determine the main idea and explain how it is supported by some key details	Independently summarizes a grade level informational text to determine the main idea and explain how it is supported by some key details	Independently and consistently summarizes an informational text to determine the main idea(s) of a text and is able to explain how it is supported by the text using <u>essential</u> key details

Report Card Indicator:	Demonstrates understanding of text structures and features (Inc. authors' craft)			
Standard: RL.4.5, 4.6 RI 4.5, 4.6				
Trimester	1	2	3	4
1	Unable to explain various text structures and features	With prompting and support, explains various text structures and features	Independently explains various text structures and features using grade level fiction/informational texts ● Author's Craft (figurative language, imagery, point of view, word choice, etc.) ● Genre (including informational text features) ● Structures (chronology, comparison, problem/solution, cause/effect)	Independently and consistently purposefully explains various text structures and features
2	Unable to explain various text structures and features	With prompting and support, explains various text structures and features	Independently explains various text structures and features using grade level fiction/informational texts. ● Author's Craft (figurative language, imagery, point of view, word choice, etc.) ● Genre (including informational text features) ● Structures (chronology, comparison, problem/solution, cause/effect)	Independently and consistently purposefully explains various text structures and features

| 3 | Unable to explain various text structures and features | With prompting and support, explains various text structures and features | Independently explains various text structures and features using grade level fiction/informational texts.
● Author's Craft (figurative language, imagery, point of view, word choice, etc.)
● Genre (including informational text features)
● Structures (chronology, comparison, problem/solution, cause/effect) | Independently and consistently purposefully explains various text structures and features |

Reading: Foundational Skills

Report Card Indicator:	Reads appropriately to support comprehension (rate, accuracy, expression)			
Standard:	RL.4.10, RI 4.10, RF.4.4			
Trimester	1	2	3	4
1	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

2	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension
3	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

Writing

Report Card Indicator: Writes to communicate ideas and information (in an organized manner appropriate to task and purpose)

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Standard:	W.4.1 W.4.2 W.4.3			
Trimester		2	3	4
1	Unable to write for a specific task that has been taught	Attempts to write for a specific task that has been taught, but does not meet grade level expectations	Independently writes for different purposes appropriate to grade level expectations ● Organizational structure (Introduction, Supporting Details, Conclusion, etc.) ● Convey ideas/information ● Specific genre criteria	Independently and consistently produces writing appropriate to task, purpose and audience. Writing Is coherent, well crafted and includes sophisticated organization and elaboration
2	Unable to write for a specific task that has been taught	Attempts to write for a specific task that has been taught, but does not meet grade level expectations	Independently writes for different purposes appropriate to grade level expectations ● Organizational structure (Introduction, Supporting Details, Conclusion, etc.) ● Convey ideas/information ● Specific genre criteria	Independently and consistently produces writing appropriate to task, purpose and audience. Writing Is coherent, well crafted and includes sophisticated organization and elaboration

3	Unable to write for a specific task that has been taught	Attempts to write for a specific task that has been taught, but does not meet grade level expectations	Independently writes for different purposes appropriate to grade level expectations ● Organizational structure (Introduction, Supporting Details, Conclusion, etc.) ● Convey ideas/information ● Specific genre criteria	Independently and consistently produces writing appropriate to task, purpose and audience. Writing Is coherent, well crafted and includes sophisticated organization and elaboration

Report Card Indicator:	Supports writing with details, examples from the texts, and/or research			
Standard:	W.4.7 W.4.8 W.4.9			
Trimester	1	2	3	4
1	Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic	With prompting and support, provides limited details, examples and/or research to support a topic	Independently provides some details, examples from the text and/or research to support a topic. ● Recall/gather relevant information	Independently and consistently provides purposeful and essential details, examples from the text and/or research to support a topic

2	Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic	With prompting and support, provides limited details, examples and/or research to support a topic	Independently provides <u>pertinent</u> details, examples from the text and/or research to support a topic ● Recall/gather relevant information	Independently and consistently provides <u>purposeful and essential</u> details, examples from the text and/or research to support a topic
3	Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic	With prompting and support, provides limited details, examples and/or research to support a topic	Independently provides <u>pertinent</u> details, examples from the text and/or research to support a topic ● Recall/gather relevant information.	Independently and consistently provides <u>purposeful and essential</u> details, examples from the text and/or research to support a topic

Report Card Indicator:	Develops and strengthens writing by planning, revising and editing			
Standard:	W.4.5			
Trimester	1	2	3	4
1	Unable to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	Requires significant prompting and support to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	With prompting and support, develops and strengthens writing by elaborating on a topic, through planning, revising and editing appropriate to grade level expectations	Independently develops and strengthens writing by elaborating on a topic, through planning, revising and editing
2	Unable to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	Requires significant prompting and support to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	With prompting and support, develops and strengthens writing by elaborating on a topic, through planning, revising and editing appropriate to grade level expectations	Independently develops and strengthens writing by elaborating on a topic, through planning, revising and editing
3	Unable to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	Requires significant prompting and support to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	With prompting and support, develops and strengthens writing by elaborating on a topic, through planning, revising and editing appropriate to grade level expectations	Independently develops and strengthens writing by elaborating on a topic, through planning, revising and editing

Language Usage

Report Card Indicator:	Demonstrates understanding of capitalization, punctuation, and spelling (Inc. grammar)			
Standard:	L.4.1 L.4.2			
Trimester	1	2	3	4
1	Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling	With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling	Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling	Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling at a more sophisticated level and/or correctly uses untaught skills

2	Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling	With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling	Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling	Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling at a more sophisticated level and/or correctly uses untaught skills
3	Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling	With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling	Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling	Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling at a more sophisticated level and/or correctly uses untaught skills

Report Card Indicator:	Acquires and understands grade appropriate vocabulary (including content specific words)			
Standard:	L4.4, L.4.5, L 4.6			
Trimester	1	2	3	4

1	Unable to use and understand grade appropriate and learned vocabulary accurately	Can use and understand some grade appropriate and learned vocabulary accurately	Independently uses and understands grade appropriate and learned vocabulary accurately. ● Context clues ● Figurative Language ● Word Relationships ● Word Nuances ● Uses reference materials (dictionaries, glossaries, thesauruses)	Independently and consistently uses and understands grade appropriate and learned vocabulary in sophisticated ways
2	Unable to use and understand grade appropriate and learned vocabulary accurately	Can use and understand some grade appropriate and learned vocabulary accurately	Independently uses and understands grade appropriate and learned vocabulary accurately ● Context clues ● Figurative Language ● Word Relationships ● Word Nuances ● Uses reference materials (dictionaries, glossaries, thesauruses)	Independently and consistently uses and understands grade appropriate and learned vocabulary in sophisticated ways
3	Unable to use and understand grade appropriate and learned vocabulary accurately	Can use and understand some grade appropriate and learned vocabulary accurately	Independently uses and understands grade appropriate and learned vocabulary accurately ● Context clues ● Figurative Language ● Word Relationships ● Word Nuances ● Uses reference materials (dictionaries, glossaries, thesauruses)	Independently and consistently uses and understands grade appropriate and learned vocabulary in sophisticated ways

Speaking and Listening

Report Card Indicator:		Effectively engages in collaborative conversations (building on others' ideas and expressing their own clearly)			
Standard:	SL 4.1				
Trimester	1	2	3		4
1	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations building on others' ideas and expressing their own clearly ● Prepared for discussions ● Follow discussion procedure ● Pose and respond to specific questions/comments		Effectively engages in sophisticated collaborative conversations, building on and synthesizing others' ideas and expressing their own ideas clearly
2	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations building on others' ideas and expressing their own clearly ● Prepared for discussions ● Follow discussion procedure ● Pose and respond to specific questions/comments		Effectively engages in sophisticated collaborative conversations, building on and synthesizing others' ideas and expressing their own ideas clearly

3	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations building on others' ideas and expressing their own clearly ● Prepared for discussions ● Follow discussion procedure ● Pose and respond to specific questions/comments	Effectively engages in sophisticated collaborative conversations, building on and synthesizing others' ideas and expressing their own ideas clearly