

Suffield Public Schools

Grade 4 ELA

Report Card Companion Document



ELA

English Language Arts continues to be an essential aspect of every curriculum and each individual's educational process. Teaching language arts as distinct and specific classes is critically important to learn specific writing, reading, and listening skills, but it is also necessary for student success to take an interdisciplinary approach by applying language arts skills to other subjects. The Common Core provides students the opportunity to read stories and literature, as well as more complex texts that provide facts and background knowledge. Throughout ELA lessons, students will be challenged and asked questions that push them to refer back to what they've read. These questions allow students to use critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. The following guide will help you gain a better sense of what each of the Common Core Standards requires students to achieve.



READING LITERATURE

Understands the meaning of text- Proficient readers refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. They have an understanding of what happens in a story, play or poem (verbally or in written form). They can describe the setting (place). They understand the central message. They can make inferences using details from the text. Proficient readers determine a theme of a story, drama, or poem from details in the text; summarize the text. They can explain the basic theme of the text. They can point out details that help them know this. Proficient readers understand where to look to find specific details from at least 2 of the locations (high drama scenes, chapter openings, final pages). They understand an author may

use repeating language to hint at a theme. They can use some author's words to help them understand the theme. They choose details from the beginning, middle and end of the story when summarizing.

Analyzes craft and structure of text- Proficient readers determine the meaning of words and phrases as they are used in a text (including those that allude to significant characters found in mythology) They can determine which words are most important. They use words to understand literal action. They use words to infer meaning. They understand how language sets the tone of a story. They understand some words from Greek Mythology that are used to describe characters. Proficient readers can explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions dialogue, stage directions) when writing or speaking about a text. They can determine the type of at least 2 different types of texts (poetry, drama or prose). They apply at least 2 concepts such as stanza, rhyme, rhythm, and alliteration to understand poetry. Proficient readers use a basic understanding of casts of characters, settings, dialogue, and stage directions to help comprehend scenes in plays. They use a basic understanding of introductions, flow of paragraphs, conclusions, word choice and voice to enhance their understanding of prose. They can explain how poetry is different from drama.

Reads to extend and deepen one's knowledge of text- By the middle of the year, proficient readers can read and comprehend literature including stories, dramas, and poetry in the grades 4 text complexity band proficiently, with scaffolding as needed at the high end of the range They can determine how complex a text might be. They can determine if they can read it independently or with help. Proficient readers can put in supports if needed. They make sure to read a range of texts.

READING INFORMATIONAL TEXTS

Understands the meaning of text- Proficient readers refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. They can state the purpose for reading. They can state the topic/subject and what the text says about it. They can pick out details that are most important. They can describe the setting (time). Proficient readers can use examples to support their understanding. They can make inferences using details from the text. Proficient readers determine the main idea of a text,

recount the key details and explain how they support the main idea. They can state the main idea. They can state key ideas, details and events that help them understand the main idea. They can locate basic details and facts from the text when summarizing.

Analyzes craft and structure of text- Proficient readers determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3-4 topic or subject area. They can determine the topic of a text. They use the topic to figure out the meaning of a sentence. They use text and surrounding photos to figure out what words and phrases mean. They use at least 3 text features (titles, glossary, bold words, heading and captions to understand what is being explained. They recognize words the author uses repeatedly to define a topic-specific word. Proficient readers compare and contrast the point of view from which different stories are narrated, including the difference between first-and third- person narratives. They can determine if a text is written in the first-person. They can determine who is telling the story in each text . They can determine the point of view the narrator takes in the text. They can explain how some stories are similar/different. Proficient readers describe the overall structure (e.g. chronology, comparison, cause/effect/ problem/solution) of events, ideas, concepts, or information in a text or part of a text. They understand how some sections are organized. They have a basic understanding of the organizational pattern the author uses. They use the pattern to explain events, ideas, or information in the text. They can identify and use key words to explain the organization of the text. They notice cause/effect in the text. They understand the text is organized by problem/solution.

Reads to extend and deepen one's knowledge of text- By the end of the year, proficient readers read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4 text complexity band proficiently, with scaffolding as needed at the high end of the range. They can determine how complex a text might be. Proficient readers can determine if they can read it independently or with help. They can put in supports if needed.

WRITING



Writes opinion, informational, and narrative pieces with details and elaboration- Proficient writers write **opinion pieces** on topics or texts, supporting a point of view with reasons and information. They introduce a topic or text, state an opinion, and create a structure in which related ideas are grouped to support the writer's purpose. They provide 2-3 reasons that are supported by facts and details. They link opinions using some words and phrases (e.g. for instance, in order to, in addition). They provide a concluding statement or section related to the opinion presented. Proficient writers write **Informative/Explanatory** texts. They can explain or provide information about a topic or idea choosing only details and information related to the topic. They can organize the information clearly using headings on most sections. They can elaborate on details using illustrations. They can build on their ideas by using facts, concrete details and evidence (usually in the form of quotations) They use some linking words such as another, for example, also, because to help categories flow. They use new vocabulary with words specific to the domain/topic. They can include a concluding statement or section that relates all the information or explanations presented. Proficient writers write narratives to develop real or imagined experiences, or events, using effective technique, descriptive details, or clear event sequences. They can orient the reader introducing a narrator and/or characters. They can organize a basic event sequence that unfolds naturally. They use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events. They use temporal words to signal event order. They can provide a sense of closure.

Plans, revises, edits, and rewrites to strengthen writing- Proficient writers generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only drafting what to say but deciding how best to say it or organize it by choosing different formats, mixing media or blending genres. Students then improve the writing by revising, editing, rewriting and starting all over with a new idea. They can state a topic. They can improve their paper by choosing a different structure, or shift the emphasis to a different topic. They can revise their paper by changing words, adding details, or changing the sequence. They can fix spelling, punctuation, and grammar so that information is clear to the reader. They use teachers for feedback to help improve their paper.

Researches to gather information and presents in an effective manner-

Proficient writers gather, investigate or observe information to conduct a short research project and build knowledge about a specific topic. They can formulate a topic to research. They create some questions to ask to help get the information they need. Proficient writers know at least 3 resources to look to locate their information. They use at least 3 different sources to gather information. They make some observations to build on knowledge about their topic. Proficient writers make brief notes to categorize the information

READING FOUNDATIONAL SKILLS

Knows and applies grade level phonics and word analysis- Proficient readers use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. They know the meaning of words. They can use words and illustrations to help them figure out the meaning of a word. Proficient readers can break the word into syllables. They know some prefixes and their meaning (*non, over, mis, de, under, bi, tri*). Proficient readers know some suffixes and their meaning (*tion, il, ial, ness, ment, en*). They know some root words (*rupt, terr, tract*).

Reads with sufficient accuracy and fluency to support comprehension-

Proficient readers read with at least 98% on level R text with at least satisfactory comprehension. They read WPM (105-125). Scoring a 3 on fluency rubric consistently. Proficient readers can read grade-level text with purpose and understanding. They can read grade-level text orally with accuracy, appropriate rate, and expression on successive reading. They can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE

Demonstrates command of the conventions of standard English when writing-

Proficient writers use correct capitalization (beginning of sentences, names, I, etc). They use commas, and quotation marks to mark direct speech. They use a comma when listing items . They spell most grade-appropriate words correctly, consulting references as needed.

Demonstrates command of the conventions of standard English when speaking-

Proficient communicators use some relative pronouns (who, whose, whom, which, that)

and some relative adverbs (where, when, why). They form the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses. They use some modal auxiliaries (e.g. can, may, must) to convey various conditions. They begin to order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag). Proficient communicators form prepositional phrases. They produce complete sentences, recognize and correct run-ons. They correctly use some frequently confused words (e.g. to, too, two, there, their).

SPEAKING AND LISTENING

Participates effectively in a range of conversations- Proficient communicators engage effectively on a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly. They come to discussions prepared, having read or studied required material; and draws on other information known about the topic to explore ideas under discussion. They follow most agreed-upon rules for discussions and carry out assigned roles. Proficient communicator poses and responds to specific questions to clarify or follow up on information, and make comments that contribute to the discussion. They review the key ideas expressed and explain their own ideas in light of the discussion.

Presents information, findings, and supporting evidence appropriate to task, purpose, and audience- Proficient communicators report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. They can choose a topic and stay on topic using a few details. They include a beginning, middle and end with some facts and details. They can add some descriptive language to their details.

How To Support Your Child

Ways a Parent Can Help with **READING**

- 1** **Let your child see you reading!**
Have magazines and books in your home.
- 2** **Help your child find appropriate word & reading games on the computer.**
Keep a dictionary on hand. Help your child look up new words they read or hear.
- 3** **Read mysteries with your child and try to figure out the clues together.**
- 4** **Movie version coming out?**
Read the book together first, then talk about which you each liked better.
- 5** **Set aside a time and place for your child to read -**
like a comfy chair and a reading light in a quiet place
- 6** **Visit your public library regularly.**
Look for and read together the books that were your favorites when you were a kid.
- 7** **Encourage your child to write -**
- 8** **Ask your child questions about what he or she is reading, such as:**

Additional Resources:

- [Common Core State Standards for English Language Arts](#)
- [Supporting Your Child's Reading- Ideas for Prek-5](#)
- [Fountas and Pinnell Instructional Level Expectations](#)
- [Instructional Level Comprehension Questions](#)