



Grade 4 ELA Rubric

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Reading Literature

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Key Ideas and Details (R.L.4.1, R.L.4.2, R.L.4.3) Unit 1, Unit 4, Unit 5, Unit 6, Unit 9 Uses key ideas and details to demonstrate comprehension of a text			
1, 2, 3	Shows limited progress or is unable to use key ideas and details to demonstrate comprehension of a text	<ul style="list-style-type: none"> refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. determines a theme of a story, drama, or poem from details in the text and summarizes the text. describes a character, setting, or event in a story or drama, drawing on specific details in the text (ex: a character's thoughts, words, or actions). 	<ul style="list-style-type: none"> refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text determines a theme of a story, drama, or poem from details in the text and summarizes the text. describes a character, setting, or event in a story or drama, drawing on specific details in the text (ex: a character's thoughts, words, or actions).
Craft and Structure (R.L.4.4, R.L.4.5, RL.4.6) Unit 4, Unit 5, Unit 6 Uses craft and structure from the text to comprehend			
1			
2, 3	Shows limited progress or is unable to <ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text explain the differences between poems, drama and prose unable to compare and contrast point of view 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature explain major differences between poems, drama, and prose, but may not refer to the structural elements of poems (ex: verse, rhythm, meter) and drama (ex: casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text compare or contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature explains major differences between poems, drama, and prose, and refers to the structural elements of poems (ex: verse, rhythm, meter) and drama (ex: casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text compares and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
Integration of Knowledge and Ideas (R.L.4.7, R.L.4.9) Unit 4, Unit 5, Unit 6 Analyzes and evaluates information from the text			

1			
2	Shows limited progress or is unable to <ul style="list-style-type: none"> identify what is the same and/or different in both the written text and the other version(audio/ video) compare and contrast similar themes and topics (opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures 	<ul style="list-style-type: none"> identifies what is the same and/or different in both the written text and the other version(audio/ video) compares or contrasts similar themes and topics (opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures 	<ul style="list-style-type: none"> makes connections between reading a story or drama and listening to or watching the same text on audio or video. compares and contrasts similar themes and topics (opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

Reading Informational

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Key Ideas and Details (RI.4.1, RI.4.2, RI.4.3) Unit 2, Unit 3, Unit 6, Unit 7, Unit 8 Demonstrates comprehension of a text			
1, 2, 3	Shows limited progress or is unable to <ul style="list-style-type: none"> explain either verbally or in written form- what the text by providing details determine the main idea of a text read for information in historical, scientific, or technical text ad/or use specific information directly from the text to recount what happened 	<ul style="list-style-type: none"> explains either verbally or in written form- what the text is about by providing details and examples from the text including making inferences by giving specific examples from the text. determines the main idea of a text and explains how it is supported by key details; summarizes the text reads for information in historical, scientific, or technical text, uses specific information directly from the text to recount what happened and why while explaining events, procedures, ideas or concepts 	<ul style="list-style-type: none"> explains either verbally or in written form- what the text is about by providing details and examples from the text including making inferences by giving specific examples from the text. determines the main idea of a text and explains how it is supported by key details; summarizes the text reads for information in historical, scientific, or technical text, uses specific information directly from the text to recount what happened and why while explaining events, procedures, ideas or concepts
Craft and Structure (RI.4.4) Unit 2, Unit 3, Unit 6, Unit 7, Unit 8 Uses information from the text to figure out meaning of words			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> use strategies to figure out the meaning of 	<ul style="list-style-type: none"> uses some strategies to figure out the meaning of words and phrases in a text 	<ul style="list-style-type: none"> uses strategies to figure out the meaning of words and phrases in a text

	words and phrases in a text	<ul style="list-style-type: none"> ○ illustrations or photos ○ text features (titles, glossary, bolded words, headings, captions) ○ repeated words or synonyms ○ topic of the text 	<ul style="list-style-type: none"> ○ illustrations or photos ○ text features (titles,glossary, bolded words, headings, captions) ○ repeated words or synonyms ○ topic of the text
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Craft and Structure (RI.4.5, RI.4.6) Unit 2, Unit 3, Unit 6, Unit 7, Unit 8
Uses text features to locate information and identify main purpose of a text

1, 2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> ● identify the overall structure of a text to explain events, ideas, concepts or information in a text ● compares and/or contrasts firsthand and secondhand accounts of the same event or topic 	<ul style="list-style-type: none"> ● identifies the structure of a text to explain events, ideas, concepts or information in a text; noting pattern such as chronology, cause/effect, or problem/solution ● compares and/or contrasts firsthand and secondhand accounts of the same event or topic and describes the differences in focus and the information provided. 	<ul style="list-style-type: none"> ● identify the structure of a text to explain events, ideas, concepts or information in a text; noting pattern such as chronology, cause/effect, or problem/solution ● compares and contrasts firsthand and secondhand accounts of the same event or topic and describes the differences in focus and the information provided.
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Integration or Knowledge of Ideas (RI.4.7, RI.4.8, RI.4.9) Unit 2, Unit 3, Unit 6 Unit 7
Analyzes and evaluates information from a text

1, 2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> ● interpret information gained by listening to or watching the same text on audio or video ● explain how an author uses reasons and/or evidence to support particular points in a text ● integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> ● interprets information gained by listening to or watching the same text on audio or video or through quantitative means (e.g. charts, graphs, diagrams, timelines) and/or explains how the visual information contributed to an understanding of the text ● explains how an author uses reasons and evidence to support particular points in a text ● integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> ● interprets information gained by listening to or watching the same text on audio or video or through quantitative means (e.g. charts, graphs, diagrams, timelines) and explains how the visual information contributed to an understanding of the text ● explains how an author uses reasons and evidence to support particular points in a text ● integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably
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Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
		With significant teacher support	With prompting and support

Uses Grade Appropriate Writing Skills for Various Purposes (W.4.1, W.4.2, W.4.3)

1	Shows limited progress or is unable to use grade appropriate writing skills for various purposes	<ul style="list-style-type: none"> • writes multiple sentences for various purposes using sentences that contain a complete thought • writes with a main idea in mind • writes with individual expression/creativity 	<ul style="list-style-type: none"> • writes multiple sentences for various purposes using sentences that contain a complete thought • writes with a main idea in mind and stays on topic • writes with individual expression/creativity
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Applies Grammar and Usage When Writing (L.4.1)

1	shows limited progress or is unable to <ul style="list-style-type: none"> • use relative pronouns(who,whom,which, that) and adverbs(when, why) • write prepositional phrases • produce complete sentences 	<ul style="list-style-type: none"> • uses relative pronouns(who,whom,which, that) and adverbs(when, why) • uses the progressive verb tenses • place adjectives in order within sentences(a small red bag rather than a red small bag) • write prepositional phrases • use and spell frequently confused words (to, too, two, their, there, they're) • produce complete sentences 	<ul style="list-style-type: none"> • uses relative pronouns(who,whom,which, that) and adverbs(when, why) • uses the progressive verb tenses • place adjectives in order within sentences(a small red bag rather than a red small bag) • write prepositional phrases • use and spell frequently confused words (to, too, two, their, there, they're) • produce complete sentences
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Applies Capitalization, Punctuation and Spelling when Writing (L.4.2)

1	shows limited progress or is unable to <ul style="list-style-type: none"> • use correct capitalization • correctly uses commas and quotation marks to mark direct speech and quotations from a text • use commas before a coordinating conjunction in a compound sentence • spell grade-level appropriate words correctly 	<ul style="list-style-type: none"> • uses some correct capitalization • correctly uses commas and/or quotation marks to mark direct speech and quotations from a text • uses commas before a coordinating conjunction in a compound sentence • spells grade-level appropriate words correctly 	<ul style="list-style-type: none"> • uses correct capitalization • correctly uses commas and quotation marks to mark direct speech and quotations from a text • uses commas before a coordinating conjunction in a compound sentence • spells grade-level appropriate words correctly
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Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently

Fiction/Narratives (W.4.3)

1, 2	shows limited progress or is unable to write narratives to develop real or imagined experiences, or events, using effective technique, descriptive details and clear event sequences	writes narratives to develop real or imagined experiences, or events, using effective technique, descriptive details and clear event sequences <ul style="list-style-type: none"> • introduces a narrator/characters 	writes narratives to develop real or imagined experiences, or events, using effective technique, descriptive details and clear event sequences <ul style="list-style-type: none"> • introduces a narrator/characters
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		<ul style="list-style-type: none"> • uses dialogue • describes actions, thoughts and feelings • uses transitional words/phrases • includes a strong opening • provides a sense of closure • includes some varied, descriptive vocabulary and begins to include sensory details 	<ul style="list-style-type: none"> • uses dialogue • describes actions, thoughts and feelings • uses transitional words/phrases • includes a strong opening • provides a sense of closure • includes varied, descriptive vocabulary and begins to include sensory details
Applies Grammar and Usage When Writing (L.4.1)			
1, 2	shows limited progress or is unable to <ul style="list-style-type: none"> • use relative pronouns(who,whom,which, that) and adverbs(when, where, why) • write prepositional phrases • produce complete sentences 	<ul style="list-style-type: none"> • uses relative pronouns(who,whom,which, that) and adverbs(when, where, why) • uses the progressive verb tenses • place adjectives in order within sentences(a small red bag rather than a red small bag) • write prepositional phrases • use and spell frequently confused words (to, too, two, their, there, they're) • produce complete sentences 	<ul style="list-style-type: none"> • uses relative pronouns(who,whom,which, that) and adverbs(when, where, why) • uses the progressive verb tenses • place adjectives in order within sentences(a small red bag rather than a red small bag) • write prepositional phrases • use and spell frequently confused words (to, too, two, their, there, they're) • produce complete sentences
Applies Capitalization, Punctuation, and Spelling when Writing (L.4.2)			
1, 2	shows limited progress or is unable to <ul style="list-style-type: none"> • use correct capitalization • correctly uses commas and quotation marks to mark direct speech and quotations from a text • use commas before a coordinating conjunction in a compound sentence • spell grade-level appropriate words correctly 	<ul style="list-style-type: none"> • uses some correct capitalization • correctly uses commas and/or quotation marks to mark direct speech and quotations from a text • uses commas before a coordinating conjunction in a compound sentence • spells grade-level appropriate words correctly 	<ul style="list-style-type: none"> • uses correct capitalization • correctly uses commas and quotation marks to mark direct speech and quotations from a text • uses commas before a coordinating conjunction in a compound sentence • spells grade-level appropriate words correctly

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Informational, Non-Fiction (W.4.2)			

2, 3	<p>shows limited progress or is unable to write informative/explanatory texts to convey ideas and information clearly</p>	<ul style="list-style-type: none"> ● writes informative/explanatory texts to convey ideas and information clearly ● introduces a topic clearly and group related information in paragraphs and sections; include formatting (headings), text features, and multimedia when useful to aid comprehension ● develops the topic with facts, definitions, concrete details, text evidence, etc. ● links ideas within paragraphs using transitional words and phrases (another, for example, also, because) ● uses precise language and domain-specific vocabulary to inform about or explain the topic ● provides a conclusion related to the information or explanation presented 	<p>writes informative/explanatory texts to convey ideas and information clearly</p> <ul style="list-style-type: none"> ● introduces a topic clearly and group related information in paragraphs and sections; include formatting (headings), text features, and multimedia when useful to aid comprehension ● develops the topic with facts, definitions, concrete details, text evidence, etc. ● links ideas within paragraphs using transitional words and phrases (another, for example, also, because). ● uses precise language and domain-specific vocabulary to inform about or explain the topic ● provides a conclusion related to the information or explanation presented
<p>Applies Grammar and Usage When Writing (L.4.1)</p>			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> ● use relative pronouns(who,whom,which, that) and adverbs(when, where, why) ● write prepositional phrases ● produce complete sentences 	<ul style="list-style-type: none"> ● uses relative pronouns(who,whom,which, that) and adverbs(when, where, why) ● uses the progressive verb tenses ● place adjectives in order within sentences(a small red bag rather than a red small bag) ● write prepositional phrases ● use and spell frequently confused words (to, too, two, their, there, they're) ● produce complete sentences 	<ul style="list-style-type: none"> ● uses relative pronouns(who,whom,which, that) and adverbs(when, where, why) ● uses the progressive verb tenses ● place adjectives in order within sentences(a small red bag rather than a red small bag) ● write prepositional phrases ● use and spell frequently confused words (to, too, two, their, there, they're) ● produce complete sentences
<p>Applies Capitalization, Punctuation, and Spelling when Writing (L.4.2)</p>			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> ● use correct capitalization ● correctly uses commas and quotation marks to mark direct speech and quotations from a text ● use commas before a coordinating conjunction in a compound sentence ● spell grade-level appropriate words correctly 	<ul style="list-style-type: none"> ● uses some correct capitalization ● correctly uses commas and/or quotation marks to mark direct speech and quotations from a text ● uses commas before a coordinating conjunction in a compound sentence ● spells grade-level appropriate words correctly 	<ul style="list-style-type: none"> ● uses correct capitalization ● correctly uses commas and quotation marks to mark direct speech and quotations from a text ● uses commas before a coordinating conjunction in a compound sentence ● spells grade-level appropriate words correctly

Writing and Language

Trimeter	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Opinion (W.4.1)			
3	<p>Shows limited progress or is unable to</p> <ul style="list-style-type: none"> write opinion pieces on topics or texts, supporting a point of view with reasons and information. 	<p>writes opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <ul style="list-style-type: none"> introduces a topic or text clearly, states an opinion, and creates an organized structure in which related ideas are grouped to support the writer's purpose provides reasons that are supported by facts from texts and/or other sources. links opinion and reasons using transitional words and phrases (ex: for instance, in order to, in addition) provides a conclusion related to the opinion presented. 	<p>writes opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <ul style="list-style-type: none"> introduces a topic or text clearly, states an opinion, and creates an organized structure in which related ideas are grouped to support the writer's purpose provides reasons that are supported by facts from texts and/or other sources. links opinion and reasons using transitional words and phrases (ex: for instance, in order to, in addition) provides a conclusion related to the opinion presented.
Applies Grammar and Usage When Writing (L.4.1)			
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> use relative pronouns(who,whom,which, that) and adverbs(where, when, why) write prepositional phrases produce complete sentences 	<ul style="list-style-type: none"> uses relative pronouns(who,whom,which, that) and adverbs(where, when, why) uses the progressive verb tenses place adjectives in order within sentences(a small red bag rather than a red small bag) write prepositional phrases use and spell frequently confused words (to, too, two, their, there, they're) produce complete sentences 	<ul style="list-style-type: none"> uses relative pronouns(who,whom,which, that) and adverbs(where, when, why) uses the progressive verb tenses place adjectives in order within sentences(a small red bag rather than a red small bag) write prepositional phrases use and spell frequently confused words (to, too, two, their, there, they're) produce complete sentences
Applies Capitalization, Punctuation, and Spelling when Writing (L.4.2)			
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> use correct capitalization correctly uses commas and quotation marks to mark direct speech and quotations from a text use commas before a coordinating conjunction in a compound sentence spell grade-level appropriate words correctly 	<p>uses some correct capitalization</p> <p>correctly uses commas and/or quotation marks to mark direct speech and quotations from a text</p> <p>uses commas before a coordinating conjunction in a compound sentence</p> <p>spells grade-level appropriate words correctly</p>	<ul style="list-style-type: none"> uses correct capitalization correctly uses commas and quotation marks to mark direct speech and quotations from a text uses commas before a coordinating conjunction in a compound sentence spells grade-level appropriate words correctly

Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Understands and Applies New Vocabulary (L.4.4, L.4.5)			
1, 2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> determine the meaning of unknown and multiple-meaning words using a variety of strategies demonstrate understanding of figurative language, word relationships, and nuances in word meanings 	<ul style="list-style-type: none"> determines the meaning of some unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate Greek and Latin affixes and roots, use of reference materials) demonstrate understanding of some figurative language, word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs) 	<ul style="list-style-type: none"> determines the meaning of unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate Greek and Latin affixes and roots, use of reference materials) demonstrates understanding of figurative language, word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs)