

**Fourth Grade Report Card – Parent Support
READING
Marking Period Expectations for Standards Based Report Card**

Report Card Indicators	Common Core Standards	4th Grade Level Expectations (1st MP =Q 2nd MP=R 3rd MP=S)
Reading Fiction and Nonfiction Skills and Expectations	Standards	Students will be able to...
<p>Uses the text as a reference to draw inferences and explain the text's explicit meaning</p>	<p>RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>MP1: Use explicit details from the text to describe a character, setting or event in a story.</p> <p>Use explicit details from an informational text to discuss a topic that they read about.</p> <p>MP2: Make an inference about a character, setting or event using evidence from the text.</p> <p>Determine which text details, from an informational text, support a given inference.</p> <p>MP3: Describe and make inferences about a character, setting or event using evidence from the text.</p> <p>Make an inference/state a claim about a topic and use details from the text to explain their thinking.</p>
<p>Identifies the main idea/theme of a text</p>	<p>RL 4.2- Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RI.4.1- Refer to details and examples in a text when explaining with that text says explicitly and when drawing inferences from the text</p>	<p>MP1: Recall details from a story, poem or drama to identify the theme from a short text.</p> <p>Identify the main idea of an informational passage.</p> <p>MP2: Determine the lesson or theme from details in a story, poem or drama.</p> <p>Locate evidence from an informational text to support the main idea.</p> <p>MP3: Analyze how the lesson or theme is conveyed in the story, poem or drama using evidence from the text.</p>

		<p>Summarize the main idea presented in a text by using evidence from the text.</p>
<p>Describes a character, setting, event, ideas, procedures, or concepts from a text using details</p>	<p>RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).</p> <p>RI 4.3: Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>MP1: Recognize details from a text that describes a character, setting or event.</p> <p>Identify what an author is explaining in an excerpt of the text.</p> <p>MP2: Determine which evidence about a setting, character or event supports ideas from a text.</p> <p>Determine how the paragraphs show how an author explains a topic.</p> <p>MP3: Describe a character, setting or event by making inferences based on details from the story.</p> <p>Explain an event or concept presented in a text with supporting evidence</p>
<p>Identifies, explains and contrasts the organizational features of texts.</p>	<p>RL.4.5: 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.</p> <p>RI.4.5: 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.</p>	<p>MP1: Determine structural elements to identify types of literature.</p> <p>Determine the structural elements to identify types of informational writing.</p> <p>MP2: Compare types of literature to categorize structural elements.</p> <p>Compare how authors organize text.</p> <p>MP3: Cite evidence to analyze structural elements of different types of literature.</p>

		<p>Determine how an author organized information and provides supporting evidence.</p>
<p>Compares and contrasts point of view, theme, characters, texts, or topics</p>	<p>RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.9: Compare and contrast the treatment of similar themes and topic (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures</p> <p>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>MP1: Identify a narrator’s point of view in a passage.</p> <p>Determine the similar theme development in two texts from two different cultures.</p> <p>Identify the difference between a first-hand and a second-hand account of the same topic</p> <p>MP2: Determine a narrator’s point of view using evidence from the text.</p> <p>Compare similar theme development in two texts from two different cultures.</p> <p>Compare two different texts on similar topics and provide supporting evidence.</p> <p>MP3: Analyze the author’s point of view and draw conclusions using evidence from the text.</p> <p>Compare and contrast the development of a common theme in two texts from two different cultures</p> <p>Compare and contrast two different texts on similar topics and provide supporting evidence..</p>
<p>Uses visual elements in a text to gain meaning (picture, chart, etc.)</p>	<p>RL.4.7: Make connections between texts of a story or drama and a visual or oral presentation of the text; identifying where each version reflects specific descriptions and directions in a text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>MP1: Identify parts of a text that are represented in another format.</p> <p>Analyze information from a visual, oral, or quantitative source to compare it to a text on a similar topic</p> <p>MP2: Explain how the image or other representation of the text connects to the text.</p> <p>Locate relevant details to make connections between text and information presented visually, orally or quantitatively.</p>

		<p>MP3: Compare and contrast the text with an image or other representation of the text.</p> <p>Explain the relationship between text and other representations and can provide evidence to support their analysis.</p>
<p>Integrates information from two texts on the same topic to inform.</p>	<p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>MP1: Locate facts from two texts to support a central idea.</p> <p>MP2: Use textual evidence to support a summary.</p> <p>MP3: Compare and contrast a common theme between two informational texts using textual evidence.</p>
<p>Applies reading strategies with scaffolding to complex texts</p>	<p>RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the</p>	<p>MP1- 3:</p> <p>Record use of active reading strategies when reading complex texts (questioning, predicting, reacting to the text, etc.)</p> <p>Demonstrate understanding of literature by asking questions about plot, characters, motives, etc.</p>

	high end of the range.	Demonstrate understanding of informational text by asking questions about concepts. Record answers to questions throughout reading using examples from the text.
Demonstrates understanding of author's craft in a text (ie, vocabulary, figurative language and domain-specific words)	<p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>MP1: Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p> <p>MP2: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>MP3: Recognize and explain the meaning of common idioms, adages and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
Foundations of Reading Skills and Expectations		Students will be able to.....
Applies word analysis strategies	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.	MP1 – 3: Use knowledge of letter-sound correspondences. Use syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Reads grade level text fluently	RF.4.4: Read with sufficient accuracy and fluency to support comprehension.	MP1 – 3: Read grade-level text with sufficient fluency and accuracy. Read grade-level text with purpose and understanding.

		<p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Reads routinely over extended time</p>	<p>RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>MP1 – 3: Choose “just right books” for independent reading.</p> <p>Read a variety of genres independently</p> <p>Demonstrate active reading during independent reading time in school and at home.</p>