

**Fourth Grade English Language Arts**  
**Standards-Based Report Card**

Scoring Rubric:

3: Meets expectations (students must meet all criteria within this category)

2: Approaching expectations

1: Beginning to learn expectations

Blank Box: Not assessed

IE: Insufficient evidence

**Reading Literature and Informational Text**

1. Develop and demonstrate comprehension-reading skills in response to texts. (4.R.1.A)
2. Develop an understanding of vocabulary. (4.R.1.B)
3. Read, infer, and draw conclusions using text features in nonfiction texts. (4.R.3.A)
4. Read, infer, and draw conclusions using literary techniques in nonfiction texts. (4.R.3.B)
5. Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama. (4.R.2.A)
6. Read, infer, and draw conclusions using text structures in nonfiction texts. (4.R.3.C)
7. Read independently for multiple purposes over sustained periods of time. (4.R.1.D)

**Foundational Skills**

1. Develop phonics in the reading process. (4.RF.3.A)

**Writing**

1. Appropriate to genre type, develop a draft from prewriting. (4.W.1.B)
2. Reread, revise, and edit drafts with assistance. (4.W.1.C)
3. Write opinion texts. (4.W.2.A)
4. Write informative/explanatory texts. (4.W.2.B)
5. Write fiction or nonfiction narrative and poems. (4.W.2.C)
6. Apply research process to use information from a variety of sources. (4.W.3.A)

**Language**

1. In speech and written form, apply standard English grammar. (4.L.1.A)
2. In written text, apply punctuation, capitalization, and spelling. (4.L.1.B)

**Speaking and Listening**

1. Develop and apply effective listening skills and strategies in formal and informal settings. (4.SL.1.A)

## Fourth Grade English Language Arts Rubric

Reading Standard 1: Develop and demonstrate comprehension skills in response to reading texts and read-alouds. 4.R.1.A

Sub standards: Drawing conclusions and inferring by **referencing** textual evidence of what the text says explicitly as well as inferences drawn from the text (4.R.1.A.b), Drawing conclusions by **providing** textual evidence of what the text says explicitly(4.R.1.A.b)

|           | Meets the Standard  | Approaching Expectations  | Beginning to Learn   |
|-----------|---|---|--|
| Terms 1-4 | <input type="checkbox"/> Effectively draws conclusions and makes inferences, consistently referencing explicit textual evidence<br><input type="checkbox"/> Consistently provides accurate and relevant textual evidence to support explicit statements from the text<br><input type="checkbox"/> Demonstrates strong comprehension of the text; can thoroughly explain what the text says both explicitly and implicitly | <input type="checkbox"/> Occasionally draws conclusions and makes inferences; references some textual evidence but lacks consistency<br><input type="checkbox"/> Provides some textual evidence for explicit statements but may include inaccuracies or incomplete evidence<br><input type="checkbox"/> Demonstrates partial comprehension of the text; can explain some parts of the text explicitly and implicitly but lacks depth. | <input type="checkbox"/> Not yet able to draw conclusions or make inferences; rarely references textual evidence<br><input type="checkbox"/> Rarely provides textual evidence for explicit statements from the text; responses are often vague or incorrect<br><input type="checkbox"/> Demonstrates limited comprehension of the text; has difficulty explaining what the text says explicitly and implicitly |

Reading Standard 2: Develop an understanding of vocabulary. (4.R.1.B)

Sub standards: Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes (4.R.1.B.a), Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words (4.R.1.B.b) Identify the meaning of common idioms and figurative language (4.R.1.B.d), Using conversational, general academic, and domain-specific words and phrases (4.R.1.B.f)

|                                    | Meets the Standard  | Approaching Expectations   | Beginning to Learn  |
|------------------------------------|---|--|---|
| Terms 1-2                          | <input type="checkbox"/> Effectively uses conversational, general academic, and domain-specific words and phrases appropriately and consistently<br><input type="checkbox"/> Consistently uses the context of the sentence to accurately determine the meaning of unfamiliar or multiple-meaning words                          | <input type="checkbox"/> Sometimes uses conversational, general academic, and domain-specific words and phrases appropriately; shows growing vocabulary knowledge<br><input type="checkbox"/> Sometimes uses context to determine word meanings but may make some incorrect or incomplete guesses              | <input type="checkbox"/> Rarely uses conversational, general academic, and domain-specific words and phrases appropriately; shows limited vocabulary knowledge<br><input type="checkbox"/> Rarely uses context to determine the meaning of unfamiliar or multiple-meaning words; often guesses inaccurately   |
| Terms 3-4 (plus criteria from 1-2) | <input type="checkbox"/> Effectively determines the meaning of academic English words derived from Latin, Greek, or other roots, prefixes, and suffixes, consistently applying this knowledge<br><input type="checkbox"/> Accurately identifies and explains the meaning of common idioms and figurative language consistently. | <input type="checkbox"/> Occasionally determines the meaning of words derived from roots, prefixes, and affixes; shows some understanding but lacks consistency.<br><input type="checkbox"/> Occasionally identifies and explains common idioms and figurative language but may show incomplete understanding. | <input type="checkbox"/> Not yet able to determine the meaning of academic English words derived from Latin, Greek, or other roots, prefixes, and affixes; rarely applies this knowledge<br><input type="checkbox"/> Has difficulty identifying and explaining the meaning of common idioms and figurative language; often misunderstands or overlooks them |

Reading Standard 3: Read, infer and draw conclusions using text **features** in nonfiction texts. (4.R.3.A)

Sub standards: Use multiple text features to locate information and gain an overview of the contents of text (4.R.3.A.a), Interpret and explain factual information presented graphically (4.R.3.A.c)

| Terms<br>1-4 | Meets the Standard  | Approaching Expectations   | Beginning to Learn  |
|--------------|---|--|---|
|              | <ul style="list-style-type: none"><li><input type="checkbox"/> Effectively uses multiple text features to locate information and gain a comprehensive overview of the contents of the text</li><li><input type="checkbox"/> Accurately interprets and explains factual information presented graphically, consistently understanding and explaining key details</li><li><input type="checkbox"/> Consistently makes accurate inferences and draws well-supported conclusions using information from text features</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Sometimes uses text features to locate information but may miss some key details or not use features effectively</li><li><input type="checkbox"/> Occasionally interprets and explains graphical information but may show incomplete understanding or miss some details</li><li><input type="checkbox"/> Sometimes makes inferences or draws conclusions based on text features but may lack depth or consistency in their analysis</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Not yet able to use text features (e.g., headings, captions, indexes) to locate information; often overlooks or misinterprets these features</li><li><input type="checkbox"/> Has difficulty interpreting and explaining factual information presented in graphs, charts, maps, or diagrams; often misunderstands or overlooks key details</li><li><input type="checkbox"/> Rarely makes inferences or draws conclusions based on text features; has difficulty connecting these features to the overall content</li></ul> |

Reading Standard 4: Read, infer, and draw conclusions using literary techniques in nonfiction texts. (4.R.3.B)

Sub standards: Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis (4.R.3.B.b), Explain how an author uses language to present information to influence what the reader thinks or does (4.R.3.B.c)

|           | Meets the Standard   | Approaching Expectations  | Beginning to Learn   |
|-----------|--|---|--|
| Terms 1-4 | <ul style="list-style-type: none"><li><input type="checkbox"/> Effectively analyzes, makes inferences, and draws conclusions about persuasive texts, consistently using evidence from the text to support their analysis</li><li><input type="checkbox"/> Accurately explains the author's purpose, consistently using evidence from the text to support their explanation</li><li><input type="checkbox"/> Effectively explains how an author uses language to present information and influence what the reader thinks or does, consistently identifying and understanding the author's techniques</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Occasionally analyzes, makes inferences, and draws conclusions about persuasive texts; sometimes uses evidence from the text but lacks consistency</li><li><input type="checkbox"/> Sometimes explains the author's purpose and uses some evidence from the text, but may not consistently support their explanation fully</li><li><input type="checkbox"/> Occasionally explains how an author uses language to influence readers, but may miss some nuances or not fully understand the techniques</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Not yet able to analyze, make inferences, or draw conclusions about persuasive texts; rarely uses evidence from the text</li><li><input type="checkbox"/> Has difficulty explaining the author's purpose; rarely uses evidence from the text to support their explanation</li><li><input type="checkbox"/> Rarely explains how an author uses language to influence what the reader thinks or does; often overlooks or misunderstands the author's techniques</li></ul> |

Reading Standard 5: Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. (4.R.2.A)

Sub standards: Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme (4.R.2.A.a), Describe the interaction of characters, including relationships and how they change (4.R.2.A.c), Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person (4.R.2.A.e)

|           | Meets the Standard   | Approaching Expectations   | Beginning to Learn   |
|-----------|--|--|--|
| Terms 1-4 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately summarizes and sequences the events/plot of a fiction text, clearly explaining how past events impact future events independently.</li> <li><input type="checkbox"/> Accurately describes personality traits of characters based on their thoughts, words, and actions, providing specific examples from the text</li> <li><input type="checkbox"/> Demonstrates strong analysis and inference skills, including summarizing, sequencing, and describing characters</li> <li><input type="checkbox"/> Accurately describes the interactions and relationships between characters, including how relationships change over time, using specific examples from text.</li> <li><input type="checkbox"/> Clearly explains cause-and-effect relationships within text, providing specific examples and showing a thorough understanding of how events influence each other.</li> <li><input type="checkbox"/> Consistently distinguishes their own point of view from narrator or characters, providing clear explanations and examples from text</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarizes and sequences the events/plot of a fiction text with some assistance, offering a basic explanation of how past events impact future events.</li> <li><input type="checkbox"/> Describes personality traits of characters with some assistance, providing basic examples from the text</li> <li><input type="checkbox"/> Shows moderate analysis and inference skills with some need for assistance.</li> <li><input type="checkbox"/> Describes the interactions and relationships between characters with some assistance, and provides basic examples of how these relationships change.</li> <li><input type="checkbox"/> Explains cause-and-effect relationships with some assistance, providing basic examples from text.</li> <li><input type="checkbox"/> Sometimes distinguishes their own point of view from narrator or characters with assistance, offering basic explanations and examples</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to summarize and sequence the events/plot, and has difficulty explaining how past events impact future events even with assistance.</li> <li><input type="checkbox"/> Struggles to describe personality traits of characters/ has difficulty providing examples from text even with assistance.</li> <li><input type="checkbox"/> Demonstrates limited analysis and inference skills</li> <li><input type="checkbox"/> Not yet able to describe character interactions and relationships, and has difficulty explaining how they change even with assistance.</li> <li><input type="checkbox"/> Struggles to explain cause-and-effect relationships and has difficulty providing examples from text even with assistance.</li> <li><input type="checkbox"/> Struggles to distinguish their own point of view from narrator or characters and provide explanations or examples even with assistance</li> </ul> |

Reading Standard 6: Read, infer and draw conclusions using text **structures** in nonfiction texts. (4.R.3.C)

Sub standards: Explain explicit and implicit relationships among ideas in texts (4.R.3.C.b)

|           | Meets the Standard   | Approaching Expectations  | Beginning to Learn  |
|-----------|--|---|---|
| Terms 1-4 | <input type="checkbox"/> Effectively explains explicit relationships among ideas in texts, clearly identifying and describing connections<br><input type="checkbox"/> Consistently explains implicit relationships among ideas in texts, accurately inferring and describing these connections<br><input type="checkbox"/> Effectively infers and draws well-supported conclusions using text structures, demonstrating a clear understanding of how ideas are organized | <input type="checkbox"/> Sometimes explains explicit relationships among ideas but may miss some connections or lack detail in explanations<br><input type="checkbox"/> Occasionally explains implicit relationships among ideas but may not fully understand or accurately describe all connections<br><input type="checkbox"/> Sometimes makes inferences and draws conclusions from text structures but may lack consistency or depth in their understanding | <input type="checkbox"/> Not yet able to explain explicit relationships among ideas in texts; often misunderstands or overlooks clear connections<br><input type="checkbox"/> Has difficulty identifying and explaining implicit relationships among ideas; inferences are often incorrect or unclear<br><input checked="" type="checkbox"/> <del>Rarely makes accurate inferences or draws conclusions based on text structures; often struggles to understand how ideas are organized</del> |

Reading Standard 7: Read independently for multiple purposes over sustained periods of time. (4.R.1.D)

|           | Meets the Standard   | Approaching Expectations   | Beginning to Learn   |
|-----------|--|--|--|
| Terms 1-4 | <input type="checkbox"/> Consistently reads independently for extended periods (20-30 minutes) without needing breaks or significant prompting.<br><input type="checkbox"/> Selects and reads a variety of texts independently for different purposes (e.g., enjoyment, information, learning new skills) and can articulate the purpose of their reading.<br><input type="checkbox"/> Demonstrates strong engagement and comprehension of texts read independently, including the ability to discuss and summarize key points or stories. | <input type="checkbox"/> Reads independently for moderate periods (10-20 minutes) but may occasionally need breaks or prompting to stay focused.<br><input type="checkbox"/> Reads a variety of texts for different purposes with some assistance and can occasionally articulate the purpose of their reading.<br><input type="checkbox"/> Shows moderate engagement and comprehension, with some ability to discuss and summarize key points or stories, often requiring some prompting or assistance. | <input type="checkbox"/> Struggles to read independently for more than short periods (less than 10 minutes) and requires frequent breaks or significant prompting to stay focused.<br><input type="checkbox"/> Struggles to read a variety of texts for different purposes even with assistance and has difficulty articulating the purpose of their reading.<br><input type="checkbox"/> Shows limited engagement and comprehension, struggles to discuss or summarize key points |

Foundational Skills 1: Develop phonics in the reading process. (4.RF.3.A)

Sub standards: Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context (4.RF.3.A.a), Reading root words, prefixes, and suffixes and important words from specific content curricula (4.RF.3.A.b)

|                      | Meets the Standard  | Approaching Expectations  | Beginning to Learn   |
|----------------------|---|---|--|
| Terms 1-2            | <input type="checkbox"/> Accurately decodes unfamiliar multisyllabic words using comprehensive knowledge of letter-sound correspondences, syllabication patterns, and morphology<br><input type="checkbox"/> Consistently applies decoding strategies in various contexts to read unfamiliar words fluently<br><input type="checkbox"/> Demonstrates strong phonics skills by correctly pronouncing and understanding unfamiliar multisyllabic words in context | <input type="checkbox"/> Generally decodes unfamiliar multisyllabic words, but may occasionally struggle with more complex words<br><input type="checkbox"/> Applies decoding strategies, but may need more practice to achieve fluency in all contexts<br><input type="checkbox"/> Shows a good understanding of phonics but may make some errors in pronunciation or comprehension of unfamiliar words  | <input type="checkbox"/> Struggles to decode unfamiliar multisyllabic words, often making errors in letter-sound correspondences, syllabication patterns, or morphology<br><input type="checkbox"/> Rarely applies decoding strategies effectively, leading to difficulties in reading unfamiliar words<br><input type="checkbox"/> Demonstrates limited phonics skills, frequently mispronouncing or misunderstanding unfamiliar multisyllabic words in context |
| Terms 3-4 (plus 1-2) | <input type="checkbox"/> Accurately reads and understands root words, prefixes, suffixes, and important content words across various subjects<br><input type="checkbox"/> Demonstrates the ability to break down and analyze words to understand their meanings in different contexts<br><input type="checkbox"/> Consistently applies knowledge of morphology to read and comprehend complex words from specific content curricula                             | <input type="checkbox"/> Generally reads and understands root words, prefixes, suffixes, and important content words, but may occasionally struggle with more complex terms<br><input type="checkbox"/> Shows some ability to break down and analyze words, but may need additional practice to fully grasp meanings in all contexts.<br><input type="checkbox"/> Applies knowledge of morphology, but with some errors or inconsistencies in reading and comprehension | <input type="checkbox"/> Struggles to read and understand root words, prefixes, suffixes, and important content words, often making errors<br><input type="checkbox"/> Has difficulty breaking down and analyzing words to understand their meanings<br><input type="checkbox"/> Demonstrates limited knowledge of morphology, leading to frequent misunderstandings of complex words from specific content curricula  |



Writing Standard 1: Appropriate to genre type, develop a draft from prewriting. (4.W.1.B)

|           | Meets the Standard  | Approaching Expectations  | Beginning to Learn   |
|-----------|---|---|--|
| Terms 1-4 | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Genre:</b> Draft consistently follows the conventions and structure appropriate to the genre (e.g., narrative, informative, opinion).</li> <li><input type="checkbox"/> <b>Prewriting:</b> Effectively uses prewriting notes, outlines, and brainstorming ideas to develop a coherent and organized draft.</li> <li><input type="checkbox"/> <b>Content Development:</b> Draft includes well-developed ideas, clear focus, and detailed supporting information relevant to the topic.</li> <li><input type="checkbox"/> <b>Organization:</b> Shows clear and logical progression of ideas with well-constructed paragraphs, including a strong introduction, body, and conclusion.</li> <li><input type="checkbox"/> <b>Writing Mechanics:</b> Demonstrates good control over grammar, punctuation, and spelling with minimal errors.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Genre:</b> Draft generally follows the conventions and structure appropriate to the genre but may have minor deviations.</li> <li><input type="checkbox"/> <b>Prewriting:</b> Uses prewriting notes and outlines to develop the draft, but some parts may lack coherence or completeness.</li> <li><input type="checkbox"/> <b>Content Development:</b> Draft includes relevant ideas and supporting information, but development may be uneven or lack detail.</li> <li><input type="checkbox"/> <b>Organization:</b> Shows a logical progression of ideas but may have some organizational weaknesses or less effective paragraph structure.</li> <li><input type="checkbox"/> <b>Writing Mechanics:</b> Demonstrates basic control over grammar, punctuation, and spelling, but contains several errors.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Genre:</b> Draft does not follow the conventions or structure appropriate to the genre.</li> <li><input type="checkbox"/> <b>Prewriting:</b> Limited or ineffective use of prewriting notes and outlines, leading to a disorganized or incomplete draft.</li> <li><input type="checkbox"/> <b>Content Development:</b> Draft includes underdeveloped ideas, lacks focus, and provides insufficient supporting information.</li> <li><input type="checkbox"/> <b>Organization:</b> Lacks logical progression of ideas, with poor paragraph structure and a weak introduction, body, and conclusion.</li> <li><input type="checkbox"/> <b>Writing Mechanics:</b> Demonstrates limited control over grammar, punctuation, and spelling, with numerous errors that hinder understanding.</li> </ul> |

Writing Standard 2: Reread, revise, and edit drafts with assistance. (4.W.1.C)

|           | Meets the Standard  | Approaching Expectations  | Beginning to Learn   |
|-----------|---|---|--|
| Terms 1-4 | <p><b>Rereading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently rereads drafts with a clear understanding of the purpose, identifying errors and areas needing improvement effectively</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively revises drafts, making changes that significantly improve the clarity, coherence, and organization of the writing with assistance</li> <li><input type="checkbox"/> Adds or removes content to improve focus and use of detail</li> <li><input type="checkbox"/> Makes appropriate structural changes, such as reorganizing paragraphs</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively edits drafts for grammar, punctuation, and spelling errors, identifying and correcting errors accurately with assistance</li> </ul> | <p><b>Rereading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes rereads drafts with some understanding of the purpose, but may still miss errors or areas needing improvement</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to revise drafts, but changes may not consistently improve the clarity, coherence, or organization of the writing</li> <li><input type="checkbox"/> May add additional content or remove content which may not consistently improve the focus</li> <li><input type="checkbox"/> May make structural changes with substantial support</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to edit drafts for grammar, punctuation, and spelling errors, but may miss some errors or make incorrect corrections</li> </ul> | <p><b>Rereading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rarely rereads drafts or does so without understanding the purpose of rereading; may skip over errors or fail to identify areas needing improvement</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to revise drafts, making few or no changes, or making changes that do not improve the clarity, coherence, or organization of the writing</li> <li><input type="checkbox"/> Has difficulty adding or removing content to improve the focus</li> <li><input type="checkbox"/> Not yet able to make structural changes</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has difficulty editing drafts for grammar, punctuation, and spelling errors; may miss many errors or make incorrect corrections</li> </ul> |

Writing Standard 3: Write opinion texts. (4.2.W.A)

|           | Meets the Standard   | Approaching Expectations  | Beginning to Learn   |
|-----------|--|---|--|
| Terms 1-4 | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic clearly and states an opinion in a thesis statement</li> <li><input type="checkbox"/> Includes a hook that sets the context for the opinion</li> </ul> <p><b>Evidence and Reasoning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides background information to help the reader understand the issue.</li> <li><input type="checkbox"/> Provides multiple reasons that support the opinion.</li> <li><input type="checkbox"/> Uses facts, examples, and details to support each reason.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents reasons and evidence in a logical manner</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarizes the key reasons and evidence presented in the text.</li> <li><input type="checkbox"/> Ends with a strong closing statement</li> </ul> | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic and states an opinion, but the thesis statement may be less clear or somewhat weak</li> <li><input type="checkbox"/> Includes a hook but may need to clarify the context further</li> </ul> <p><b>Evidence and Reasoning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides some background information, but it may be incomplete</li> <li><input type="checkbox"/> Provides reasons that support the opinion, but they may be less compelling</li> <li><input type="checkbox"/> Uses some evidence, but it may be somewhat weak in supporting the reasons</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents reasons and evidence with basic organization, but there may be some lapses in logic</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarizes some key reasons and evidence, but may omit important points or lack detail</li> <li><input type="checkbox"/> Ends with a closing statement, but it may not be as strong</li> </ul> | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to clearly introduce the topic or state an opinion</li> <li><input type="checkbox"/> Lacks a hook or any attempt to set a context</li> </ul> <p><b>Evidence and Reasoning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides minimal or no background information</li> <li><input type="checkbox"/> Omits or provides weak reasons that may not clearly support the opinion</li> <li><input type="checkbox"/> Uses little or no relevant evidence, resulting in weak support for the reasons</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents reasons and evidence in a disorganized manner, leading to confusion or lack of clarity</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides minimal or no summary of key reasons and evidence.</li> <li><input type="checkbox"/> Lacks a closing</li> </ul> |

Writing Standard 4: Write informative/explanatory texts. (4.W.2.A)

|           | Meets the Standard   | Approaching Expectations  | Beginning to Learn  |
|-----------|--|---|---|
| Terms 1-4 | <p><b>Introduction to Topic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly introduces the topic and provides a focus.</li> <li><input type="checkbox"/> Provides an opening sentence or sentences that grab the reader's attention and sets up the main idea</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides multiple (3 or more) relevant and accurate facts, definitions, concrete details, and examples to develop the topic</li> <li><input type="checkbox"/> Clearly references the source(s) of facts, examples, and definitions</li> <li><input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a clear and logical organizational structure, including an introduction, body, and conclusion.</li> <li><input type="checkbox"/> Uses appropriate transitions to link ideas and information within and across categories of information.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a compelling concluding statement or section that follows logically from the information presented.</li> </ul> | <p><b>Introduction to Topic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic and provides a general focus.</li> <li><input type="checkbox"/> Provides an opening sentence that sets up the main idea</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides multiple relevant facts, definitions, concrete details, and examples to develop the topic</li> <li><input type="checkbox"/> References the source(s) of most facts, examples, and definitions</li> <li><input type="checkbox"/> Uses domain-specific vocabulary to inform about or explain the topic but may need more precise word choice</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a clear organizational structure, including an introduction, body, and conclusion.</li> <li><input type="checkbox"/> Uses some transitions but they may be inconsistent or lack clarity</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts a concluding statement or section, but it may not clearly follow from the information presented.</li> </ul> | <p><b>Introduction to Topic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May introduce the topic but lacks focus</li> <li><input type="checkbox"/> Provides an opening sentence that may not clearly connect to the topic</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides facts, definitions, concrete details, and examples that may not clearly connect to the topic</li> <li><input type="checkbox"/> Not yet able to reference the source(s) of facts, examples, and definitions</li> <li><input type="checkbox"/> Uses imprecise language</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to clearly organize the content using an introduction, body, and conclusion.</li> <li><input type="checkbox"/> Not yet able to use transitions to link ideas and information</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to provide a concluding statement or section.</li> </ul> |

Writing Standard 5: Write fiction or nonfiction narrative and poems. (4.W.2.C)

|           | Meets the Standard  | Approaching Expectations   | Beginning to Learn  |
|-----------|---|--|---|
| Terms 1-4 | <p><b>Fiction/Nonfiction Narratives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly establishes a rich and detailed setting, well-developed characters, and a plot with a well-defined beginning, middle, and end.</li> <li><input type="checkbox"/> Uses vivid and varied details and descriptions to develop characters, setting, and events. Details are relevant and enhance the story.</li> <li><input type="checkbox"/> Organizes the narrative logically with clear sequences of events and smooth transitions between them. Maintains a coherent and engaging flow throughout the narrative.</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a clear and compelling structure, theme, or central idea that is evident throughout the poem.</li> <li><input type="checkbox"/> Uses sensory details, imagery, and figurative language effectively to convey emotions and create vivid images.</li> <li><input type="checkbox"/> Maintains a consistent rhythm, rhyme (if applicable), and flow. The poem progresses logically and cohesively, building upon the central idea or theme.</li> </ul> <p><b>All</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convention errors are minimal and do not interfere with understanding.</li> </ul> | <p><b>Fiction/Nonfiction Narratives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a setting, characters, and a plot, but some elements may lack depth or clarity</li> <li><input type="checkbox"/> Includes some details and descriptions, but they are not always relevant to the story or may lack variation</li> <li><input type="checkbox"/> Organizes the narrative with a sequence of events, but transitions may be unclear or the flow may be inconsistent at times.</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a theme or central idea, but the structure may be less clear or consistent.</li> <li><input type="checkbox"/> Uses some sensory details and imagery,</li> <li><input type="checkbox"/> Maintains some rhythm and flow, but there may be inconsistencies or a lack of logical progression.</li> </ul> <p><b>All</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convention errors are noticeable but do not significantly interfere with understanding.</li> </ul> | <p><b>Fiction/Nonfiction Narratives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles to establish a clear setting, characters, and plot. The beginning, middle, and end are unclear or missing</li> <li><input type="checkbox"/> Provides few or no details and descriptions, making it difficult to develop the story. Details are irrelevant or minimal</li> <li><input type="checkbox"/> Lacks a clear organizational structure. The sequence of events is confusing, and transitions are missing or unclear.</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks a clear theme or central idea, and the structure is unclear or inconsistent</li> <li><input type="checkbox"/> Uses few or no sensory details and imagery</li> <li><input type="checkbox"/> Lacks rhythm, rhyme (if applicable), and flow. The poem progresses in a disjointed or illogical manner.</li> </ul> <p><b>All</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent convention errors interfere with understanding.</li> </ul> |

| Writing Standard 6: Apply a research process to use information from a variety of sources. (5.W.3.A)   |  |   |  |
|--|--|---|--|
| Sub Standards: Identify a variety of relevant sources, literary and informational.<br>(4.W.3.A.c) Differentiate between paraphrasing and plagiarism when using ideas of others.<br>(4.W.3.A.g) |  |   |  |
| Terms<br>1-4   | Meets the Standard   | Approaching Expectations  | Beginning to Learn   |
|  | <b>Source Selection</b><br><input type="checkbox"/> Identifies a variety of relevant sources, including both literary and informational<br><b>Paraphrasing and Plagiarism</b><br><input type="checkbox"/> Effectively differentiates between paraphrasing and plagiarism, properly citing sources when using the ideas of others<br><b>Research Process</b><br><input type="checkbox"/> Follows a clear research process, synthesizing information from multiple sources<br><b>Use of Information</b><br><input type="checkbox"/> Uses gathered information to support main ideas or arguments clearly and accurately. | <b>Source Selection</b><br><input type="checkbox"/> Identifies some relevant sources, but may not include a variety of both literary and informational<br><b>Paraphrasing and Plagiarism</b><br><input type="checkbox"/> Shows some understanding of paraphrasing and plagiarism, but may occasionally forget to cite sources<br><b>Research Process</b><br><input type="checkbox"/> Demonstrates a basic research process, but it may be incomplete<br><b>Use of Information</b><br><input type="checkbox"/> Uses gathered information, but support for main ideas or arguments may be inaccurate in places. | <b>Source Selection</b><br><input type="checkbox"/> Identifies few or irrelevant sources, with little variety<br><b>Paraphrasing and Plagiarism</b><br><input type="checkbox"/> Does not demonstrate understanding of paraphrasing and plagiarism, consistently failing to cite sources<br><b>Research Process</b><br><input type="checkbox"/> Lacks a clear research process, making the organization and synthesis of information difficult to follow<br><b>Use of Information</b><br><input type="checkbox"/> Uses gathered information poorly, with little to no support for main ideas or arguments |

| Language Standard 1: In speech and written form, apply standard English grammar. (4.L.1.A)             |  |  |   |
|--|--|--|---|
| Sub standards: Produce and expand the complete simple and compound four types of sentences (4.L.1.A.h) |  |  |   |
| Terms<br>1-4   | Meets the Standard   | Approaching Expectations   | Beginning to Learn  |
|  | <input type="checkbox"/> Consistently produces and expands complete, grammatically correct, simple and compound sentences, demonstrating a strong understanding of sentence structure and variety<br><input type="checkbox"/> Consistently applies grammar rules taught in | <input type="checkbox"/> Produces some complete simple and compound sentences, but may have difficulty expanding or combining ideas effectively<br><input type="checkbox"/> Applies grammar rules taught in K-3 to written text but may need occasional prompting or | <input type="checkbox"/> Not yet able to produce complete simple and compound sentences, often omitting essential elements or using incorrect sentence structures<br><input type="checkbox"/> Rarely applies grammar rules taught in K-3, even with teacher prompting |

|  |                     |         |  |
|--|---------------------|---------|--|
|  | K-3 to written text | support |  |
|--|---------------------|---------|--|

| Language Standard 1: In written text, apply punctuation, capitalization, and spelling. (4.L.1.B)   |  |   |  |
|--|--|---|--|
| Sub standards: Insert a comma before a coordinating conjunction in a compound sentence (4.L.1.B.c), Use correct capitalization (4.L.1.B.e) |  |   |  |
|  | Meets the Standard   | Approaching Expectations  | Beginning to Learn   |
| Terms 1-4  | <p><b>Commas</b></p> <p><input type="checkbox"/> Consistently inserts commas before coordinating conjunctions in compound sentences, demonstrating a clear understanding of when and where to use them</p> <p><b>Punctuation</b></p> <p><input type="checkbox"/> Consistently applies previously taught (K-3) punctuation, capitalization, and spelling skills</p> | <p><b>Commas</b></p> <p><input type="checkbox"/> Inserts commas before coordinating conjunctions in compound sentences, but may do so inconsistently or with errors in placement</p> <p><b>Punctuation</b></p> <p><input type="checkbox"/> Sometimes applies previously taught (K-3) punctuation, capitalization, and spelling skills but may skip some</p> | <p><b>Commas</b></p> <p><input type="checkbox"/> Not yet able to insert commas before coordinating conjunctions in compound sentences, often omitting them or placing them incorrectly</p> <p><b>Punctuation</b></p> <p><input type="checkbox"/> Rarely applies previously taught (K-3) punctuation, capitalization, and spelling skills</p> |

Speaking & Listening Standard 1: Develop and apply effective listening skills and strategies in formal and informal settings. (4.SL.1.A)

Sub standards: Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others (4.SL.1.A.b)

|           | Meets the Standard  | Approaching Expectations  | Beginning to Learn  |
|-----------|---|---|---|
| Terms 1-4 | <p><b>Posing and Responding to Questions</b></p> <p><input type="checkbox"/> Consistently poses and responds to specific questions, effectively clarifying and following up on information, and contributing relevant comments to the discussion</p> <p><b>Listening and Responding</b></p> <p><input type="checkbox"/> Consistently links their remarks to those of others, building on previous contributions and fostering a cohesive discussion</p> <p><b>Contributing to discussion</b></p> <p><input type="checkbox"/> Consistently contributes meaningful comments to the discussion, demonstrating active engagement and enhancing understanding of the topic</p> | <p><b>Posing and Responding to Questions</b></p> <p><input type="checkbox"/> Occasionally poses or responds to specific questions, but may not consistently clarify or follow up on information</p> <p><b>Listening and Responding</b></p> <p><input type="checkbox"/> Sometimes links their remarks to those of others, but the connections may be weak or inconsistent</p> <p><b>Contributing to discussion</b></p> <p><input type="checkbox"/> Contributions to the discussion may lack depth or relevance</p> | <p><b>Posing and Responding to Questions</b></p> <p><input type="checkbox"/> Not yet able to pose or respond to specific questions, often failing to clarify or follow up on information effectively</p> <p><b>Listening and Responding</b></p> <p><input type="checkbox"/> Not yet able to link their remarks to those of others in the discussion, leading to disjointed conversations</p> <p><b>Contributing to discussion</b></p> <p><input type="checkbox"/> Contributions to the discussion may be minimal or off-topic</p> |