Report Card Companion Doc: Grade 4

Foundational Skills: Reading

USES GRADE-LEVEL PHONICS SKILLS AND WORD ANALYSIS SKILLS TO DECODE UNKNOWN WORDS Standard L.RF.4.3			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**
- Use(s) combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words with accuracy <u>in and out of context</u>			

READS WITH ACCURACY AND FLUENCY

Standard L.RF.4.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Read(s) grade-level texts with purpose and understanding

- Read(s) grade-level texts orally with accuracy, appropriate rate, and expression

- Use(s) context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading Domain

USES TEXTUAL EVIDENCE WHEN EXPLAINING WHAT A TEXT SAYS EXPLICITLY AND WHEN DRAWING INFERENCES Standard RL.CR.4.1, RI.CR.4.1			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**
- Refer(s) to details and examples as textual evidence when explaining what a literary and an informational text says explicitly - Make(s) relevant connections when drawing inferences from a literary text and an informational text			

PROVIDES A SUMMARY AND DETERMINES THEME/MAIN IDEA, CITING KEY DETAILS

Standard RL.CI.4.2, RI.CI.4.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Summarize(s) a literary and an informational text

- Interpret(s) author's theme citing key details from a literary text

- Interpret(s) author's purpose or main idea citing key details from the text

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DESCRIBES THE IMPACT OF INDIVIDUALS AND EVENTS THROUGHOUT A TEXT, DRAWING ON TEXTUAL EVIDENCE

Standard RL.IT.4.3, RI.IT.4.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Describe(s) the impact of individuals and events through the course of a literary and an informational text

- Use(s) an in-depth analysis of character, setting, or event that draws on textual evidence in a literary text

- Explain(s) events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on evidence in an informational text

DESCRIBES AND EXPLAINS THE STRUCTURAL DIFFERENCES OR OVERALL STRUCTURE OF A TEXT OR PARTS OF A TEXT

Standard RL.TS.4.4, RI.TS.4.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Explain(s) major differences between poems, drama, and prose

- Refer(s) to the structural elements of poetry (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) <u>when writing or speaking</u> about a literary text

- Describe(s) the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an information text or part of an informational text

COMPARES AND CONTRASTS THE POINTS OF VIEW FROM WHICH DIFFERENT STORIES ARE NARRATED AND MULTIPLE ACCOUNTS OF THE SAME EVENT/TOPIC

Standard RL.PP.4.5, RI.PP.4.5

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Compare(s) and contrast(s) the point of view from which different stories are narrated (including the different between first- and third-person narrations)

- Compare(s) and contrast(s) multiple accounts of the same event or topic in an informational text

    - Identify(ies) similarities and differences in the points of view multiple accounts in an informational text represent

MAKES CONNECTIONS BETWEEN DESCRIPTIONS AND VISUAL/ORAL TEXT REPRESENTATIONS AND USES EVIDENCE TO SHOW HOW GRAPHICS SUPPORT CENTRAL IDEAS

Standard RL.MF.4.6, RI.MF.4.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Make(s) connections between specific descriptions and directions in a literary text and a visual or oral representation of a literary text

- Use(s) textual evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas in an informational text

ANALYZES HOW AN AUTHOR USES FACTS, DETAILS, AND EXPLANATIONS TO DEVELOP IDEAS OR SUPPORT REASONING

Standard RI.AA.4.7

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Analyze(s) how an author uses facts, details, and explanations to develop their argument or support their reasoning in an informational text

COMPARES AND CONTRASTS THE TREATMENT OF THEMES, TOPICS, AND PATTERNS OF EVENTS IN TEXTS FROM AUTHORS OF DIFFERENT CULTURES

Standard RL.CT.4.8, RI.CT.4.8

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Compare(s) and contrast(s) the treatment of similar themes, topics, and patterns of events in literary and informational texts from authors of different cultures

Foundational Skills: Writing

USES GRADE-LEVEL PHONICS SKILLS TO SPELL WORDS Standard L.WF.4.2			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Analyze(s) and spell(s) multi-syllable words with the most common Latin roots, prefixes, and suffixes

- Write(s) affixes words that involve a sound or spelling change in the base word

- Spell(s) grade-appropriate words correctly, consulting references as needed

- Consult(s) both print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases

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DEMONSTRATES COMMAND OF GRADE-LEVEL CONVENTIONS OF SENTENCE COMPOSITION

Standard L.WF.4.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Use(s) basic paragraphing, including using paragraph indentations and using paragraphs in dialogue

- Use(s) adjectives and adverbs

- Form(s) comparative and superlative adjectives and adverbs

- Use(s) independent clauses and coordinating conjunctions

- Form(s) irregular verbs

- Use(s) progressive tenses

- Form(s) and use(s) possessive nouns and pronouns

- Capitalize(s) the first word in quotations as appropriate

- Capitalize(s) important words (e.g., section headings)

- Use(s) underlining, quotation marks, or italics for titles

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- Use(s) quotation marks for direct speech

- Use(s) a comma before a coordinating conjunction in a compound sentence

- Use(s) an apostrophe for possession

Proficiencies carried over from grade 3 standards (L.WF.3.3):

- Replace(s) weak verbs with stronger ones to improve communication

- Replace(s) common nouns with precise nouns to improve communication

- Capitalize(s) appropriate words in titles

- Choose(s) and maintains consistency of tense

- Write(s) nouns and verbs that agree in tense

- Use(s) common regular and irregular plural forms

- Write(s) nouns and verbs that agree in number

- Use(s) appropriate pronouns with clear referents

- Use(s) periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately

- Combine(s) simple sentences into compound sentences

- Use(s) the conjunctions and, but, or, yet, and so

- Paraphrase(s) main idea or even in order to vary sentence structure and word use

USES KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING OR LISTENING

Standard L.KL.4.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Acquire(s) and use(s) accurately grade-appropriate general academic and domain-specific words and phrases

- Choose(s) words and phrases to convey ideas <u>precisely</u>

- Choose(s) punctuation for effect

- Differentiate(s) between contexts that call for formal English (e.g., presenting ideas) and situation where informal discourse is appropriate (e.g., small-group discussion)

USES A VARIETY OF STRATEGIES TO DETERMINE THE MEANING OF ACADEMIC AND CONTENT-SPECIFIC WORDS AND PHRASES

Standard L.VL.4.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Use(s) context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of an unknown or multiple-meaning academic and domain-specific word or phrase

- Use(s) common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of an academic and domain-specific word (e.g., telegraph, photograph, autograph)

- Consult(s) both print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases

UNDERSTANDS FIGURATIVE LANGUAGE AND WORD RELATIONSHIPS, AND NUANCES IN WORD MEANING

Standard L.VI.4.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Explain(s) the meaning of <u>simple</u> similes and metaphors (e.g., as pretty as a picture) <u>in context</u>

- Determine(s) the meaning of words and phrases that allude to significant characters found in literary texts

- Recognize(s) and explain(s) the meaning of common idioms, adages, and proverbs

- Demonstrate(s) understanding of words by related them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

Writing Domain

COMPOSES OPINION PIECES Standard W.AW.4.1			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Write(s) opinion texts on topics or texts, supporting their point of view with reasons and information

    - Introduce(s) a topic or text clearly

    - State(s) an opinion

    - Create(s) an organizational structure in which related ideas are grouped to support writer's purpose

    - Provide(s) reasons that are supported by facts from texts and/or other sources

- Link(s) opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)

- Provide(s) a conclusion related to the opinion presented

COMPOSES INFORMATIVE/EXPLANATORY TEXTS

Standard W.IW.4.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

Write(s) informative/explanatory texts to examine a topic and convey ideas and information clearly

- Introduce(s) a topic clearly

- Group(s) related information in paragraphs and sections

- Includes formatting (e.g., headings), text features (e.g., illustrations, diagrams, and captions), and multimedia when useful to aid in comprehension

- Develop(s) the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic

- Link(s) ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because)

- Use(s) precise language and domain-specific vocabulary to inform about or explain the topic

- Provide(s) a conclusion related to the information or explanation presented

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COMPOSES NARRATIVES

Standard W.NW.4.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

Writes narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and a clear event sequences

- Orient(s) the reader by establishing a situation and introducing a narrator and/or characters

- Organize(s) an event sequence that unfolds naturally

- Use(s) dialogue and description to develop experiences and events or show the responses of characters to situations

- Use(s) a variety of transitional words and phrases to manage the sequence of events

- Use(s) concrete words, phrases, and sensory details and explore using figurative language to convey experience and events precisely

- Provide(s) a conclusion that follows form the narrated experiences or events

DEVELOPS WRITING BY PLANNING, REVISING. AND EDITING

Standard W.WP.4.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

With guidance and support from peers and adults,

- Identify(ies) audience, purpose, and intended length of composition before writing

- Use(s) specialized, topic-specific language appropriate for the audience purpose, and subject matter

- Consider(s) writing as a process including self-evaluation, revision, and editing

- **With adult and peer feedback and digital or print tools** (e.g., dictionary, thesaurus, and/or spell checker), evaluate(s) whether writing achievers its goal and makes any necessary changes in content or form

CONDUCTS RESEARCH PROJECTS ON DIFFERENT ASPECTS OF A TOPIC

Standard W.WR.4.5

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Use(s) <u>multiple print and nonprint</u> reference sources to research different aspects of a topic

- Build(s) knowledge through investigation of different aspects of a topic

Speaking & Listening

PARTICIPATES IN A RANGE OF COLLABORATIVE CONVERSATIONS

Standard SL.PE.4.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

Discuss(es) grade 4 topics and texts with peers and adults in one-on-one conversations, in groups, and in teacher-led conversations

- Explicitly draw(s) on previously read text or material and other information known about the topic to explore ideas under discussion

- Follow(s) agreed-upon norms for discussions and carry(ies) out assigned roles

- Pose(s) and respond(s) to specific questions to clarify or follow up on information

- Make(s) comments that contribute to the discussion and link to others' remarks

- Review(s) the key ideas expressed and explain(s) their own ideas and understanding in light of the discussion

PARAPHRASES PORTIONS OR A TEXT READ ALOUD OR INFORMATION PRESENTED IN DIFFERENT FORMATS

Standard SL.II.4.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Paraphrase(s) portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)

TELLS A STORY, RECOUNTS AN EXPERIENCE, OR REPORTS ON A TOPIC IN AN ORGANIZED MANNER

Standard SL.PI.4.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Report(s) on a topic or text, tell(s) a story, or recount(s) an experience in an organized manner

    - Use(s) appropriate facts and relevant, descriptive details to support main ideas or theme

    - Speak(s) clearly at an understandable pace

ADDS AUDIO RECORDINGS OR VISUAL DISPLAYS TO PRESENTATIONS WHEN APPROPRIATE Standard SL.UM.4.5			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**
- Enhance(s) the development of main ideas or themes by adding audio recordings and visual displays to presentations			

USES FORMAL ENGLISH AND INFORMAL DISCOURSE WHEN APPROPRIATE

Standard SL.AS.4.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Differentiate(s) between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)

- Use(s) formal English when appropriate to task and situation