

Reading- 1st Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
<p><i>RL & RI</i> Comprehends texts</p>	<p>Focus Standards <i>Key Ideas and Details</i></p> <p>RL.4.1 Refer to details and examples in a text when explaining what a 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> <ul style="list-style-type: none"> • Use details and examples from the text when explaining what the text explicitly says • Use details and examples from the text when making an inference about the text. <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> • Determine the main idea and key details. • Explain how key details support the main idea <p>RI.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> <ul style="list-style-type: none"> • Describe a character based on his/her thoughts, words, actions, decisions, physical attributes, and interactions with others <p><i>Craft and Structure</i></p> <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. (e.g., Herculean)</p> <p>RI.4.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <ul style="list-style-type: none"> • Use context such as definitions, examples, and restatements found in text to determine the meaning of a word. • Use Greek and Latin affixes and roots to determine the meaning of a word. • Use a glossary, dictionary, or thesaurus to determine the meaning of a word. • Use prior knowledge, including that of significant characters found in mythology, to determine the meaning of words and phrases as they are used in a text. <p>Supporting Standards RL.4.2</p>

Reading- 1st Quarter continued

Report Card Descriptor Standards with "What does proficiency look like?" bullets

NEW REPORT CARD DESCRIPTOR
RF-Phonics and Word Recognition
Knows and applies letter sounds and word knowledge

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of:

- **all letter-sound correspondences**
 - sound out a word
- **syllabication patterns**
 - Use syllabication patterns to break apart multi-syllable words (see Appendix A of CCSS)
- **morphology (e.g., roots and affixes)**
 - Use knowledge of morphology
 - Identify a root work
 - Use the meaning of prefixes (see language standards)
 - Use the meaning of suffixes (see language standards)

...to read accurately unfamiliar multisyllabic words in context and out of context.

- Score at least 86 on ORF words correct
- Use context clues

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	dic-ple bas-tel boy-erage
Vowel-C-e ("Magic e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e	compete despite
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	program table recent
Vowel Team	Syllables that use two to four letters to spell the vowel	beau-ti-ful train-er con-sonant spoil-age
Vowel-r (r-controlled)	A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.	in-lur-ious con-sort char-ter
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e	dribble beagle little

RF-Fluency
Reads grade level material with accuracy and fluency

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- Score near the Fall Reading MAP RIT mean of 198.2

a. Read grade-level text with purpose and understanding.

- Read DRA level 40/F&P level Q texts independently and answer comprehension questions

b. Read grade-level text prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Reread text to practice fluency
 - Read in phrases
 - Use expression and intonation
 - Score at least 86 on ORF- 96% accuracy

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- When encountering an unknown word:
 1. Look at the letter sequence
 2. Decode the word
 3. Check the sense with the whole sentence or passage -If it does not make sense , reread or ask for assistance

Writing – 1st Quarter	
Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story</p>	<p>Focus Standard W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Supporting Standards W.4.1 W.4.3</p>

Writing – 1st Quarter continued

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>W-Production and Distribution of Writing</i> Revises, edits and publishes writing</p>	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • Consider: <ul style="list-style-type: none"> ○ topic & task ○ purpose ○ audience ○ organization ○ format ○ voice ○ details <p>W.4.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4)</p> <ul style="list-style-type: none"> • Participate in conferring sessions with the teacher and/or peers • Edit and revise based on feedback • Use spell- and grammar- check • Use an editing checklist
<p><i>W-Research to Build and Present Knowledge</i> Conducts short research projects</p>	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <ul style="list-style-type: none"> • Determine a research topic • Generate questions • Gather information from various resources • Determine different aspects of the topic • Create a product <p>W.4.8 Recall information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <ul style="list-style-type: none"> • Locate sources • Summarize information in the form of notes • Organize or categorize information

Speaking and Listening – 1st Quarter

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<p><i>S&L-Comprehension and Collaboration</i> Engages in collaborative discussions to demonstrate comprehension</p>	<p>SL.4.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • Read and study material prior to a discussion • Refer specifically to the material when discussing • Add information previous learned when it adds to the discussion. <p>SL.4.1b Follow agreed-upon rules for discussions <u>and carry out assigned roles.</u></p> <ul style="list-style-type: none"> • With teacher support, set classroom norms. Follow rules of discussion which might include: <ul style="list-style-type: none"> ○ Gain the floor respectfully ○ Listen without interrupting ○ Take turns speaking ○ Look at speaker ○ Demonstrate listening behaviors (smiling, nodding, etc.) • <u>With teacher support</u>, students begin to take leadership roles in discussions (Example: Discussion Director, Clarifier, Recorder, Reporter, etc.) <p>SL.4.1c <u>Pose and respond to specific questions to clarify or follow up</u> on information, and make comments that contribute to the discussion and link the remarks of others.</p> <ul style="list-style-type: none"> • <u>With teacher support</u>, students begin to generate questions they should ask when discussing a particular text or topic. • <u>Teachers may follow up with “Can you tell me more?” types of questions for clarification.</u> • Link comments to the remarks of others <p>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding <u>in light of the discussion.</u></p> <ul style="list-style-type: none"> • <u>With teacher support</u> students will identify the most important points raised in the discussion.

Speaking and Listening – 1st Quarter continued

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<p><i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text</p>	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience <i>in an organized manner</i>, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <ul style="list-style-type: none"> • Report on a topic, tell a story, or recount an experience: <ul style="list-style-type: none"> ○ <u>With teacher support, students present information that is organized appropriately.</u> ○ Describe people, places, things and events ○ Speak clearly ○ Address the questions who, what, when, where, and why to make a story clear ○ Adjust their speech to fit the audience and purpose <p>SL.4.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace: add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <ul style="list-style-type: none"> • <u>With teacher support,</u> build on the use of audio recordings and visual displays as practiced in grades 2-3. • These visual and audio recordings should support main ideas or themes in their presentations.
	<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situation where informal discourse is appropriate (e.g., small-group discussion): use formal English when appropriate to task and situation.</p> <ul style="list-style-type: none"> • <u>With teacher support,</u> students identify which contexts require formal or informal speech as they prepare for presentations or discuss topics. • <u>With teacher support,</u> students <u>use</u> formal speech when appropriate to the situation.

Language – 1st Quarter

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<p><i>L-Conventions of Standard English</i> Uses appropriate grammar when speaking and writing</p>	<p>L.4.1a Use <u>relative pronouns</u> (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <ul style="list-style-type: none"> • Use relative pronouns when writing and speaking <p>L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <ul style="list-style-type: none"> • Use appropriate verb tense for task and situation <p>L.4.1e From and use prepositional phrases.</p> <ul style="list-style-type: none"> • <i>Begin</i> to notice, and name prepositional phrases • Use prepositional phrases in their speaking and writing <p>L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <ul style="list-style-type: none"> • Write complete sentences when composing opinion, informational, narrative pieces and in response to reading. • Recognize and correct run on sentences in their writing.
<p><i>L-Conventions of Standard English</i> Uses appropriate capitalization, punctuation and spelling</p>	<p>L.4.2a Use correct capitalization.</p> <ul style="list-style-type: none"> • Capitalize appropriate words including names, dates, holidays, geographic locations, product names, and titles <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <ul style="list-style-type: none"> • Spell high frequency words and previously learned spelling words correctly in their writing, consulting references as needed

Language- 1st Quarter continued

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<p><i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases</p>	<p>L.4.3a Choose words and phrases to convey ideas precisely.</p> <ul style="list-style-type: none"> • Use specific details <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> • Use context (in and beyond sentence level) as a clue to the meaning of a word or phrase <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <ul style="list-style-type: none"> • Use taught affixes to help them understand the meaning of words <p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"> • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <ul style="list-style-type: none"> • Generate examples of antonyms and synonyms, utilizing previously taught words, including text talk words <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <ul style="list-style-type: none"> • Incorporate previously taught words, including text talk words, into conversation or writing