

Reading- 3rd 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>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"> Use main idea and key details to summarize the text. <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 using specific details from the text regarding the character's thoughts, words, actions, decisions, physical attributes, or interactions with others Describe a setting using specific details from the text regarding the time and place <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> <ul style="list-style-type: none"> Explain events or concepts in a historical text Tell why the events or concepts are in the text Use specific information from the text to explain what happened and why <p><i>Craft and Structure</i></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> <ul style="list-style-type: none"> Use context such as definitions, examples, and restatements and/or common Greek and Latin affixes and roots found in text to determine the meaning of a word <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> <ul style="list-style-type: none"> Determine the overall text structure by using signal or sequence words and determining how events or ideas relate to one another <p>RI.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> <ul style="list-style-type: none"> Define point of view Determine if a story is written in first- or third-person narration Find similarities and differences in narration between a story written in first person and a story written in third person Compare and contrast stories that use different points of view <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 in a text or part of a text.</p> <ul style="list-style-type: none"> Define firsthand account. Define secondhand account. Determine if the text is a first- or secondhand account. Describe how the focus and information is different in each account. Compare and contrast a firsthand and secondhand account of the same event or top

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<p><i>RL & RI</i> Comprehends texts continued</p>	<p><i>Integration of Knowledge and Ideas</i> RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <ul style="list-style-type: none"> • Interpret information presented in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages • Explain how the information contributes to or improves understanding of the text <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <ul style="list-style-type: none"> • Explain how an author uses specific reasons and evidence to support particular points within a text • Evaluate if an author's use of evidence support his/her reasons <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <ul style="list-style-type: none"> • Speak knowledgeably and/or compose a piece of writing about a topic, integrating information from two texts <p>Supporting Standards RL.4.2, RL.4.4, RL.4.7, RL.4.9 RI.41</p>

Reading- 3rd 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 103 on ORF words correct by the end of the year
- 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	dan-ple hos-tel bev-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 traq-er con-geal spoil-age
Vowel-r (r-controlled)	A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.	in-jur-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 Winter Reading MAP RIT mean of 203.6

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

- Read DRA level 40/F&P level S 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 103 on ORF- 98% 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 – 3rd 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>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Supporting Standards</p> <p>W.4.2</p> <p>W.4.3</p>
<p><i>W-Production and Distribution of Writing</i> Revises and edits to strengthen 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>W.4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <ul style="list-style-type: none"> • Use technology and keyboarding skills to produce and publish

Writing – 3rd Quarter continued

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<p><i>W-Research to Build and Present Knowledge</i> Participates in shared 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 <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “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>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <ul style="list-style-type: none"> • Use evidence from text

Speaking and Listening – 3rd Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>S&L-Comprehension and Collaboration</i> Participates in conversations to demonstrate comprehension</p>	<p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <ul style="list-style-type: none"> • Students follow classroom norms for discussion: <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.) • Students take leadership roles in discussions (Example: Discussion Director, Clarifier, Recorder, Reporter, etc.) <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link the remarks of others.</p> <ul style="list-style-type: none"> • Students continue to generate questions they should ask when discussing a particular text or topic. • Teachers or peers may follow up with “Can you tell me more?” types of questions for clarification. • Link comments to the remarks of others <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <ul style="list-style-type: none"> • With teacher and peer support students will identify the most important points raised in the discussion. <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> • With teacher support students will use their own words to communicate parts of a text read aloud, or information from a video, presentation, or work of art. (Students may use graphic organizers, annotations of text, or other note taking organizers to assist them in this task.)

Speaking and Listening – 3rd 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 in an organized manner, 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"> ○ With teacher support, students present information that is organized appropriately. ○ 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 • Students add details to support main ideas or themes in their presentations <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"> • <i>With teacher and peer support</i>, 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"> • Students use formal speech when appropriate to the situation.

Language – 3rd Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>L-Conventions of Standard English</i> Uses appropriate grammar when speaking and writing</p>	<p>L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <ul style="list-style-type: none"> • Use the correct modal auxiliary (can/could, may/might, must, will/would, and shall/should) that best fits the situation <p>L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <ul style="list-style-type: none"> • Order adjectives correctly when using more than one adjective (Suggested order of adjectives: article, number, opinion, size, age, shape, color, origin, material, purpose) <p>L.4.1e Form and use prepositional phrases.</p> <ul style="list-style-type: none"> • Use prepositional phrases correctly 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 • Recognize when they write a fragment or run-on, and make corrections <p>L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their)</p> <ul style="list-style-type: none"> • Use to, two, too, and there, their, they’re correctly in their writing <p>L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <ul style="list-style-type: none"> • Use formal and informal English when appropriate (playground vs. classroom presentation, speaking to an adult vs. speaking to a friend)
<p><i>L-Conventions of Standard English</i> Uses appropriate capitalization, punctuation and spelling</p>	<p>L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <ul style="list-style-type: none"> • Use commas and quotation marks to mark direct speech and quotations from a text <p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <ul style="list-style-type: none"> • Use a comma before a coordinating conjunction in a compound sentence <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 <p>L.4.3b Choose punctuation for effect.</p>

Language – 3rd 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 and roots 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.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes (light as a feather) and metaphors (You are my sunshine) in context <p>L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <ul style="list-style-type: none"> • Recognize and explain the meaning of common idioms (a piece of cake), adages (slow and steady wins the race), and proverbs (The early bird catches the worm) <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