

Reading- 4th 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> RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize</p> <ul style="list-style-type: none"> • Determine the theme of the text using key details to support thinking • Write a summary using details from the beginning, middle, and end of the text <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 procedures or concepts in a technical text • Tell why the events, procedures, or concepts are in the text • Use specific information from the text to explain what happened and why <p><i>Craft and Structure</i> 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) 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>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <ul style="list-style-type: none"> • Explain major differences between poems, drama, and prose • refer to the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text • refer to the structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text <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

Reading- 4th Quarter continued

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<p><i>RL & RI</i> Comprehends texts continued</p>	<p><i>Integration of Knowledge and Ideas</i></p> <p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <ul style="list-style-type: none"> • Identify similarities and differences between visual, and/or oral versions of the same text • Identify where the descriptions were the same or different between the presentations <p>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.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <ul style="list-style-type: none"> • Compare and contrast the treatment of topics in stories, myths, and traditional literature from different cultures • Compare and contrast patterns of events (e.g. quest) in stories, myths, and traditional literature from different cultures. <p>Supporting Standards</p> <p>RI.4.8</p>

Reading- 4th 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 multisyllable words (see Appendix A of CCSS)

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	plan-ple hos-tel bev-erage
Vowel-C-e (*"Magic e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e	com- <u>pete</u> des- <u>pite</u>
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	pro-gram table re-cent
Vowel Team	Syllables that use two to four letters to spell the vowel	beau-ti-ful train-er con- <u>scious</u> soil-age
Vowel-r (r-controlled)	A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.	in- <u>ju</u> -rious con- <u>sort</u> char- <u>ter</u>
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e	drib- <u>ble</u> beag- <u>le</u> lit- <u>tle</u>

● **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 114 on ORF words correct by the end of the year
- Use context clues

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 Reading MAP RIT mean of 205.9
- a. Read grade-level text with purpose and understanding.**
 - Read DRA level 50/F&P level T 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 114 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 – 4th 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 – 4th Quarter continued

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<p><i>W-Research to Build and Present Knowledge</i></p> <p>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><i>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+.”).</i></p> <p><i>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”).</i></p> <ul style="list-style-type: none"> • Use evidence from text

Speaking and Listening – 4th 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.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. • <u>T</u>eachers 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 – 4th Quarter continued

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<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"> • Students build on the use of audio recordings and visual displays • 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 4th 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.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <ul style="list-style-type: none"> • Use relative pronouns • Use relative adverbs <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.4.1f 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.4.2c 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> <ul style="list-style-type: none"> • Use appropriate punctuation to show desired meaning
<p><i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases</p>	<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.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</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 • 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.4.6 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