Reading- 2ⁿᵈ Quarter

Report Card Descriptor	Standards with "What does **proficiency** look like?" bullets
RL & RI **Comprehends texts**	

Focus Standards

Key Ideas and Details

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text
- 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.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Use details and the main idea to summarize the text.

Craft and Structure

RL.4.5 Explain major differences between poems, drama, and prose, and <mark>refer to the structural elements of</mark> poems and <mark>drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</mark>
- Analyze the components of a text to determine its structure
- Describe how structural elements of poems, <mark>drama</mark> and prose enhance the reader's experience of events and ideas portrayed in a text

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the <mark>difference between first and third person narrations.</mark>
- 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

Integration of Knowledge and Ideas

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.
- Make connections between written, visual, and oral versions of a text to improve my comprehension of the text

RL.4.9 Compare and contrast the treatment of similar <mark>themes</mark> and topics and <mark>patterns of events</mark> in <mark>stories</mark>, myths, and traditional literature from different cultures.
- Explain how themes and topics are revealed by characters, settings, and events in stories

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Speak knowledgeably and/or compose a piece of writing about a topic, integrating information from two texts

Supporting Standards

RL.4.1, RL.4.3, RL.4.4
RI.4.1, RI.4.5, RI.4.6, RI.4.8

Reading- 2ⁿᵈ 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*
	     o sound out a word
	 • *syllabication patterns*
	
	 (see table below)
	
	 • *morphology (e.g., roots and affixes)*
	     o 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
	     • Use context clues

RF-Fluency **Reads grade level material with**	**RF.4.4 Read with sufficient accuracy and fluency to support comprehension.** • Score near the Winter Reading MAP RIT mean of 203.6

Syllable patterns table:

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	dap-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 train-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

accuracy and fluency	a. *Read grade-level text with purpose and understanding.*
	• Read DRA level 40/F&P level R 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
	o Read in phrases
	o Use expression and intonation
	o 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 – 2nd Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
W- Text Types and Purposes **Writes to give an opinion, explain or tell a story**	**W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** 　　**a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.** 　　**b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.** 　　**c. Use a variety of transitional words and phrases to manage the sequence of events.** 　　**d. Use concrete words and phrases and sensory details to convey experiences and events precisely.** 　　**e. Provide a conclusion that follows from the narrated experiences or events.** • Score a "3" based on writing rubrics • Self-score using writing rubrics **Supporting Standards** **W.4.1** **W.4.3**
W-Production and Distribution of Writing **Revises and edits to strengthen writing**	**W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.** • Consider: 　○ topic & task 　○ purpose 　○ audience 　○ organization 　○ format 　○ voice 　○ details **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)** • 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

Writing – 2ⁿᵈ Quarter continued

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

W-Research to Build and Present Knowledge
Participates in shared research projects
	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic
	• Determine a research topic
	• Generate questions
	• Gather information from various resources
	• Determine different aspects of the topic
	• Create a product
	
	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.
	• Locate sources
	• Summarize information in the form of notes
	• Organize or categorize information
	
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	   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+.").
	   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").
	• Use evidence from text

Speaking and Listening – 2ⁿᵈ Quarter

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

S&L-Comprehension and Collaboration
 Participates in conversations to demonstrate comprehension
	SL.4.1.a 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.
	 • 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.
	
	 SL.4.1.b Follow agreed-upon rules for discussions and <mark>*carry out assigned roles.*</mark>
	 • Students follow classroom norms for discussion:
	     o Gain the floor respectfully
	     o Listen without interrupting
	     o Take turns speaking
	     o Look at speaker
	     o Demonstrate listening behaviors (smiling, nodding, etc.)
	 • ***With teacher support,*** students continue to take leadership roles in discussions (Example: Discussion Director, Clarifier, Recorder, Reporter, etc.)
	
	 SL.4.1.c <mark>*Pose and respond to specific questions to clarify or follow up*</mark> on information, and make comments that contribute to the discussion and link the remarks of others.
	 • ***With teacher and peer support***, students begin 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
	
	 SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding <mark>*in light of the discussion*</mark>.
	 • ***With teacher and peer support*** students will identify the most important points raised in the discussion.
	
	 SL.4.2 *Paraphrase portions* of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	 • ***With teacher modeling and 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 – 2nd Quarter continued

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

S&L-Presentation of Knowledge and Ideas
Reports on a topic or text
	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, <mark>*using appropriate facts and relevant, descriptive details to support main ideas or themes*</mark>; speak clearly at an understandable pace.
	• Report on a topic, tell a story, or recount an experience:
	    o With teacher support, students present information that is organized appropriately.
	    o Describe people, places, things and events
	    o Speak clearly
	    o Address the questions who, what, when, where, and why to make a story clear
	    o Adjust their speech to fit the audience and purpose
	• ***With teacher support,*** students add details to support main ideas or themes in their presentations.
	
	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.
	• ***With teacher and peer support,*** 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.
	
	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.
	• ***With teacher support,*** students identify which contexts require formal or informal speech as they prepare for presentations or discuss topics.
	• ***With teacher support,*** students ***use*** formal speech when appropriate to the situation.

Language – 2nd Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
L-Conventions of Standard English **Uses appropriate grammar when speaking and writing**	**L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.** ○ Use appropriate verb tense for task and situation **L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.** ○ Use the correct modal auxiliary (can/could, may/might, must, will/would, and shall/should) that best fits the situation **L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).** ○ Order adjectives correctly when using more than one adjective (Suggested order of adjectives: article, number, opinion, size, age, shape, color, origin, material, purpose) **L.4.1e Form and use prepositional phrases.** ○ Use prepositional phrases correctly in their speaking and writing **L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.** ○ Write complete sentences when composing writing and in response to reading ○ Recognize when they write a fragment or run-on, and make corrections **L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their)** ○ Use to, two, too, and there, their, they're correctly in their writing **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).** ○ Use formal and informal English when appropriate (playground vs. classroom presentation, speaking to an adult vs. speaking to a friend)
L-Conventions of Standard English **Uses appropriate capitalization, punctuation and spelling**	**L.4.2a Use correct capitalization.** ○ Use all previously learned capitalization rules from grades K-3: Capitalize the first word in a sentence, the pronoun *I*, dates, names of people, holidays, product names, geographic names, and appropriate words in titles **L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.** ○ Use commas and quotation marks to mark direct speech and quotations from a text **L.4.2c Use a comma before a coordinating conjunction in a compound sentence.** ○ Use a comma before a coordinating conjunction in a compound sentence **L.4.2d Spell grade-appropriate words correctly, consulting references as needed.** ○ Spell high frequency words and previously learned spelling words correctly in their writing, consulting references as needed **L.4.3b Choose punctuation for effect.** ○ Use appropriate punctuation to show desired meaning

Language – 2ⁿᵈ Quarter continued

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

L-Vocabulary Acquisition and Use
Learns and uses new words and phrases
	L.4.3a Choose words and phrases to convey ideas precisely
	   o Use specific details
	L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	   o Use context (in and beyond sentence level) as a clue to the meaning of a word or phrase
	L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	   o Explain the meaning of simple similes (light as a feather) and metaphors (You are my sunshine) in context
	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
	   o 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)
	L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	   o Generate examples of antonyms and synonyms, utilizing previously taught and discussed words, including text talk words
	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).
	   o Incorporate previously taught words, including text talk words, into conversation or writing